

Department of Corporate and Community Services

Deputy Chief Executive: Caroline Innes BSc (Hons)

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire, G46 6UG

Phone: 0141 577 3000 Fax: 0141 577 3834

website: www.eastrenfrewshire.gov.uk

Date: 17 January 2020

When calling please ask for: Ron Leitch or Jennifer Graham, 0141 577 3016

E-mail: ron.leitch@eastrenfrewshire.gov.uk or jennifer.graham@eastrenfrewshire.gov.uk

TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean and G. Wallace; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 23 January 2020 at 10.00am.**

The agenda of business is as listed below.

CAROLINE INNES

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DEPUTY CHIEF EXECUTIVE

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Presentation to Facilities Management Cleaning Service in Recognition of their Best Performer UK APSE Award.**
4. **Draft Standards and Quality Report 2018-19 – Report by Director of Education (copy attached, pages 3 - 44).**
5. **Draft Local Improvement Plan 2020-2023 – Report by Director of Education (copy attached, pages 45 - 56).**
6. **Progress of Expansion of Early Learning and Childcare – Report by Director of Education (copy attached, pages 57 - 128).**

This document can be explained to you in other languages and can be provided in alternative formats such as large print and Braille. For further information, please contact Customer First on 0141 577 3001 or e-mail customerservices@eastrenfrewshire.gov.uk

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 January 2020Report by Director of EducationDRAFT STANDARDS AND QUALITY REPORT 2018 - 2019**PURPOSE OF THE REPORT**

1. To inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2018 - 2019.

RECOMMENDATIONS

2. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for stakeholders.

BACKGROUND

3. Under the terms of the Standards in Scotland's Schools etc Act 2000 education authorities have a duty to produce and publish annually a local improvement plan which details how it and its schools and services will continuously improve, and, based on this plan, a Standards and Quality Report detailing how it has sought and achieved improvements in provision.

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in February 2018 and reflected the National Outcomes for Education, the Council's Community Plan; the department's contributions to the Council's Outcome Delivery Plan 2018 – 2021. The plan lists the expected outcomes and impact and is organised under the department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*". The draft Standards and Quality Report reflects the three key themes of the vision and evaluates the action taken and the improvements achieved as a result.

5. The draft Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

REPORT

6. The department has undertaken a self-evaluation exercise which has informed the draft report. This evaluation has helped to outline our next steps which will be fed into the next local improvement plan that is the subject of a separate report to Education Committee. The draft, included as Appendix 1, highlights the very good and excellent standards and practice achieved by the department, its schools and services and is offered as a public record of some of the activities which were undertaken during the last school session, and their impact on stakeholders.

7. Evidence for the report was drawn from various sources including:

- Attainment and questionnaire data;
- Reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- Reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services for example, Customer Service Excellence.

8. Following feedback, the format of the 2018-19 report has been designed to provide a more concise, visual and high level summary of the progress made in implementing the 2018-21 Local Improvement Plan.

9. With Committee approval, the department plans to issue the report electronically to all parents/carers of children attending an East Renfrewshire school or Early Learning and Childcare Centre. A limited number of copies of the published report will also be available in all libraries, education, sports and cultural centres and Council buildings, and will also be available to be viewed online or downloaded from the Council's website.

FINANCIAL AND EFFICIENCY IMPLICATIONS

10. There are no financial or efficiency implications arising from this report.

RECOMMENDATIONS

11. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for parents/carers.

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

Tel: Home 07718 697115

Local Government Access to Information Act 1985

Report Author

Mark Ratter, Head of Education Services (Quality Improvement and Performance)

Tel: 0141 577 3103

Mark.Ratter@eastrenfrewshire.gov.uk

Appendix

1. Draft Standards and Quality Report 2018 - 2019

Background Papers

1. Local Improvement Plan 2018- 2021

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Standards and Quality Report 2018-19



Everyone Attaining, Everyone Achieving through Excellent Experiences

Everyone Attaining, Everyone Achieving through Excellent Experiences



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East Renfrewshire Council continues to provide the highest quality services for all residents. This Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year. Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools, commented very favourably on the practice they observed.

This year the Education Department maintained its outstanding award for Customer Service Excellence. The Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from the Senior Management levels through to operations and front line staff. During the inspection process the assessor identified 34 areas of good practice and 'compliance plus' including a strong commitment to involving and engaging with customers throughout the service. The report highlighted that, "At the highest level, the Director of Education continues to engage with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate."

The Education Department is also fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of *Curriculum for Excellence* in session 2018-19.

Councillor Paul O'Kane,
Convener for Education and Equalities





The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. This report is structured under this vision and details progress over the academic year 2018-19 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2018-21. This report also clearly demonstrates the progress we have made toward the four national priorities as set out in the National Improvement Framework (NIF).

Through the implementation of *Curriculum for Excellence*, our schools and services are improving experiences for children, young people and adults, ensuring the quality of education we provide is further enhanced.

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualification

examinations and the continuing development of our vocational programme. The results that the young people achieved in their national examinations this year were superb. There is clear evidence we have raised the bar for all and we are closing the poverty related attainment gap.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan which will be used to inform school and service improvements for the next three academic sessions. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

I am fully committed to our vision and to the highest standards in delivering a first-class education service which will benefit all of our children, young people and the residents of East Renfrewshire, ensuring we deliver excellence and equity for all.

Mhairi Shaw,
Director of Education



Background Information

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About the Education Department

In 2018-19, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-three primary schools, of which eleven have nursery classes, eight family centres and one school for children with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2018-21. The Local Improvement Plan is organised under the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

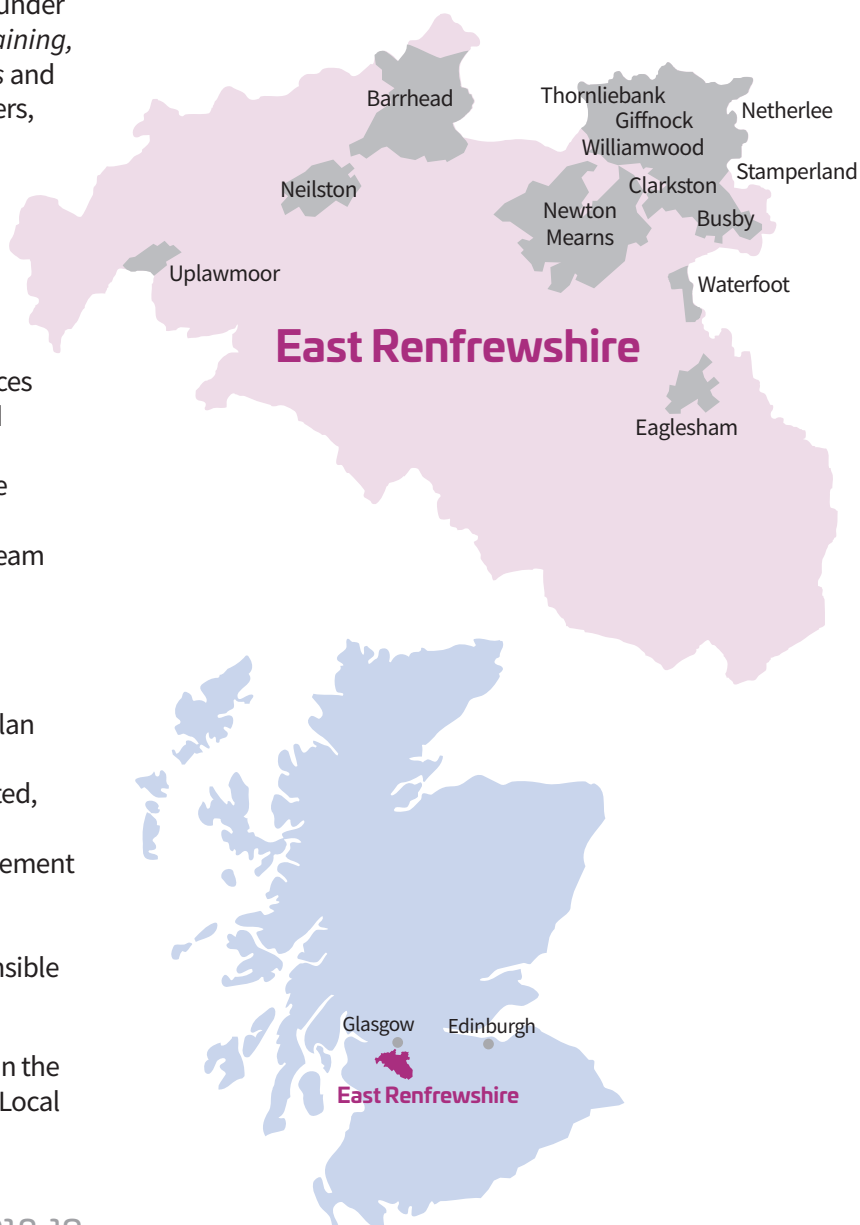
Evidence for the Standards and Quality Report is gathered through:

- Effective Transition Reviews
- Collaborative Improvement Visits
- Validated Self-Evaluations
- Education Scotland reports on schools and services
- Follow through reviews from Education Scotland inspections
- External audits by, for example, Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

This report is also informed by:

- the Education Department's Outcome Delivery Plan
- the Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- the Scottish Government's 2019 National Improvement Framework and Improvement Plan
- the four capacities of *Curriculum for Excellence*: successful learners, confident individuals, responsible citizens and effective contributors.

The results of this self-evaluation will be used to plan the next steps, which will be incorporated into the next Local Improvement Plan.



Schools and Services Inspected in 2018-19

During session 2018-19, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

The following schools underwent an inspection by Education Scotland:

Our Lady of the Missions Primary School

St. Ninian's High School

The following schools and nursery classes were inspected as part of Education Scotland's thematic inspections of Empowerment for Curriculum Leadership; Numeracy and Mathematics; and Empowerment for Parent and Pupil Participation:

Busby Primary School

Eaglesham Nursery Class

Eastwood High School

Thornliebank Primary School

The following school was engaged in a Follow Through to Education Scotland Inspection:

Hillview Primary School

Care Inspectorate

The following early learning and childcare centres underwent an inspection by the Care Inspectorate:

Mearns Primary Nursery Class

Cart Mill Family Centre

McCready Family Centre

Glenwood Family Centre

Hazeldene Family Centre

Calderwood Lodge Nursery Class

Glen Family Centre

Standards & Quality and Thematic Reviews

The authority's Quality Improvement Team also carries out reviews which focus on aspects of provision.

- A focused review of the Impact of Career Long Professional Learning took place, looking at the extent to which CLPL provided by the local authority and schools is improving outcomes for learners, and how effectively we share our professional learning across our schools and centres
- Schools in the Eastwood Cluster, including and Isobel Mair Family Centre, Madras Family Centre, Mearns Primary School and Nursery Class, Neilston Primary School, Uplawmoor Primary School and Eastwood High School took part in a review which looked at effective transitions for pupils moving from early years to primary and primary to secondary.
- A Validated Self-Evaluation took place in Our Lady of the Missions Primary School
- Collaborative Improvement Visits took place in secondary English and Technologies departments.



Everyone Attaining

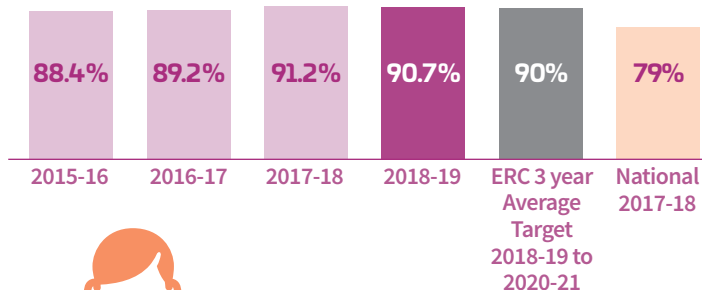
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Primary 1, 4 and 7 Combined



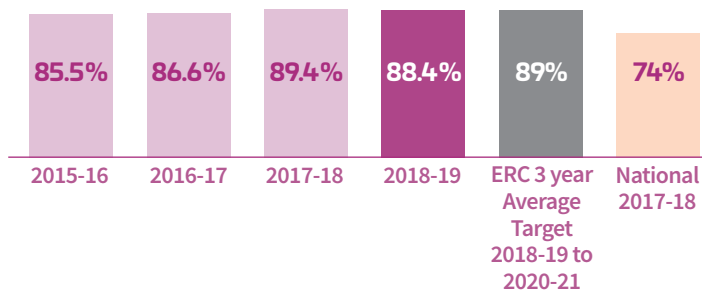
90.7%

Attained or Exceeded Expected Levels in **Reading** in 2018-19.



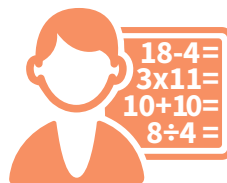
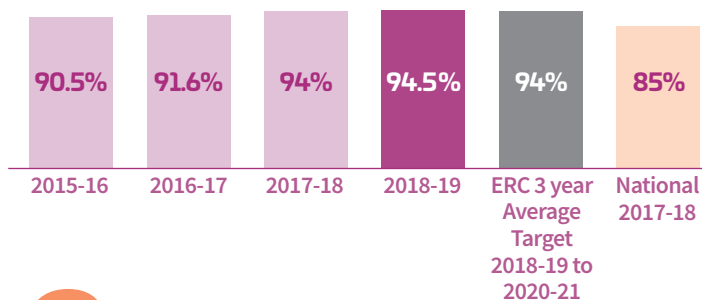
88.4%

Attained or Exceeded Expected Levels in **Writing** in 2018-19.



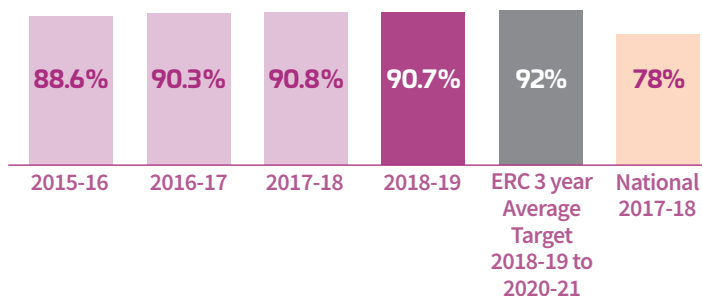
94.5%

Attained or Exceeded Expected Levels in **Talking and Listening** in 2018-19.



90.7%

Attained or Exceeded Expected Levels in **Mathematics** in 2018-19.



East Renfrewshire continues to advance equity and excellence throughout a wide range of local and national attainment measures. Our children and young people have achieved exceptionally high standards of attainment throughout the broad general education and senior phase. The attainment of East Renfrewshire school leavers continues to be the highest in Scotland across the key benchmarks at SCQF levels 5, 6 and 7.

NIF Priority 1: Improvement in attainment, particularly literacy and numeracy.

CfE Judgements

In 2018-19 almost all pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgements of progress in reading, talking and listening and numeracy with most pupils attaining the expected level in writing. The proportions of East Renfrewshire pupils in P1, P4 and P7 combined achieving the expected level in these curricular areas, are significantly higher than the latest published national proportions.

Since 2015-16 the proportion of P1, P4 and P7 pupils (combined) attaining the appropriate Curriculum for Excellence levels of progress has increased. In 2018-19 the highest ever recorded proportion of pupils at P1, P4 and P7 (combined) attained the appropriate level of progress in talking and listening whilst in the other three curricular areas, the second highest recorded proportion of pupils attained the expected level.

Senior Phase Attainment

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last four years, with the 2018-19 performance the highest to date in all four curricular areas at fourth level and for reading at the third level.

In 2019 young people in East Renfrewshire secondary schools attained outstanding results in Scottish Qualifications Authority (SQA) examinations. In particular:



78% of young people in S4 attained 5 or more qualifications at National 5. This was the highest performance to date and compares very favourably to the national average of 40%.

Eastwood High and Woodfarm High Schools achieved their best ever performance with 77.5% and 77.3% respectively. Barrhead High School achieved their second best result to date with 60.2% achieving this measure.



The proportion achieving 1+, 3+ and 5+ at SCQF Level 6 in S5 maintained the very high standards set in previous years with 81%, 65% and 44% respectively in 2019.

Our schools recorded best ever performances at 1+; 3+; and 5+ Level 6 in S5 in Woodfarm; Eastwood; and Barrhead and Williamwood respectively.



At Advanced Higher in S6, the authority also achieved its second best ever performance with 40.1% of the original S4 cohort achieving 1 or more Advanced Higher awards.

'The education authority conducts a rigorous review of attainment with senior leaders. Senior leaders have developed very robust tracking, monitoring and analysis of progress and attainment in the senior phase. Over time, there is a relentless focus on the use of data to get the very best outcomes for young people.'

Education Scotland Summarised Inspection Findings, St Ninian's High School June 2019



Moderation

All schools have Moderation Facilitators who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels.

The effectiveness of moderation of assessment is evidenced by the very good progress made from prior levels of attainment by children and young people between the key stages (P4, P7, S3).

98% of practitioners indicated in online evaluations that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and 95% had increased confidence in the integrated approach of learning, teaching and assessment as a result of the moderation activities they participated in.

"I have increased confidence in creating quality learning intentions and success criteria."

Participant

In questionnaires, 99% of teachers agreed that they were aware of their school's strategies for raising attainment for all and 93% had a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.

Literacy strategy

The East Renfrewshire Literacy Strategy 2017-2020 aims to raise standards of literacy for all from the early years to adulthood. The strategy is building on existing good practice in East Renfrewshire and relevant research ensuring that literacy has a central and continuing focus in education. It is supported by a set of principles which provide strategic direction to our early years and school staff. It recognises the need to work with parents and partners to improve literacy across East Renfrewshire's population.



In 2018-19, professional learning sessions in Critical Literacy and 24/7 Library were very positively evaluated for their impact on practice and on teacher confidence.

“Not only did I see the children make improvements in the targeted area of attainment through the use of research to support our chosen interventions, we observed unintended gains in that the children became more engaged and motivated by learning in this way.”

Teacher



Reading Recovery

24 primary teachers across East Renfrewshire were trained in the delivery of Reading Recovery. This training was undertaken throughout the course of the year on a full time basis with staff working with two identified groups of children to support their reading development. Results have shown a marked improvement in reading for those children participating in the programme: in almost all cases, the reading age of identified pupils who had taken part in the programme increased. Almost all schools have continued with the programme this session.



Numeracy & Maths Strategy

The East Renfrewshire Numeracy & Mathematics Strategy (2018-2021) has the overarching aim to ensure all children and young people develop the numeracy and mathematics skills they need to be successful throughout life.

A reviewed set of guidance was launched with Head Teachers and practitioners early in session 2018-19 across all schools and early years establishments. This was followed by a series of professional learning opportunities for ‘Maths Champion’ practitioners to support and build confidence and fluency in maths for children, young people, parents and all those who deliver numeracy & mathematics education. A programme of professional learning for all practitioners was then provided to ensure continued progress with the recommendations of the Making Maths Count Report (2016). The programme was highly evaluated by practitioners, who detailed the impact the sessions had on their daily practice. Further professional learning is planned for next session for all sectors.

East Renfrewshire is one of eight local authorities involved in the West Partnership Maths Development Group. The group aims to take forward the recommendations made in the Making Maths Count report (2016). It was responsible for organising the 2nd Annual West Partnership Mathematics Conference to celebrate Maths Week, aimed at raising attainment in numeracy and maths. The conference was attended by over 200 delegates from across the eight local authorities involved and was highly evaluated by attendees.

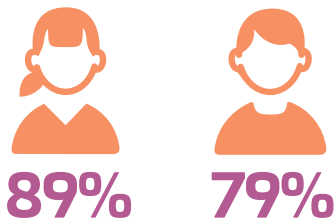


NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.

Equity is at the heart of East Renfrewshire’s Education strategy and our attainment results reflect the work of teachers to vigorously support all pupils. There is clear evidence that we have raised the bar for all and are closing the attainment gap.

Broad General Education

The department’s continuing focus on high-quality learning and teaching in our establishments, with a particular focus on improving the achievement of identified groups, continues to result in improved attainment and achievement for children on entry to Primary 1.



In 2018-19 89% of girls and 79% of boys achieved the expected developmental milestones; the gap in the achievement of boys and girls has halved since 2014-15. Overall, 84% of young children achieved the expected developmental milestones, an increase of 6% from 2017-18 and the highest proportion ever recorded.

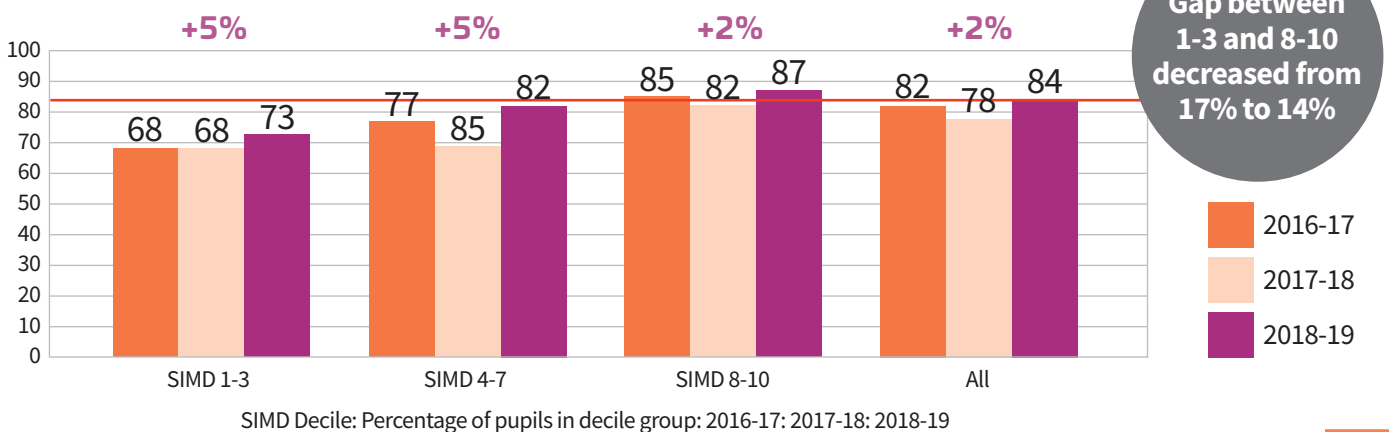
The Scottish Index of Multiple Deprivation (SIMD) can be used to identify children and young people who live in the most deprived areas in Scotland. Nationally, we compare the performance of key equity groups against overall performance to measure and monitor the poverty-related attainment gap.

The attainment of primary pupils living in SIMD 1 and 2 locations as well as those pupils registered for free school meals, has increased over the last four years in all four curricular areas. In 2018-19 the level of attainment in talking and listening was the highest ever recorded with levels of attainment in the other three curricular areas the second highest to date.

With the exception of attainment in writing, in each curricular area the proportion of pupils attaining the expected levels who are entitled to a free school meal or who reside in a Scottish Index of Multiple Deprivation (SIMD) 1 or 2 area, increased at a significantly greater rate than the entire cohort of pupils combined. With the attainment of all increasing, and the attainment of disadvantaged children increasing at a faster rate than others, East Renfrewshire Council continues to attain excellent outcomes whilst reducing the poverty related attainment gap.

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	1.5%	3%	6%
Writing	1.7%	-2%	7%
Talking & Listening	2.9%	12%	17%
Mathematics	0.4%	3%	8%

Developmental Milestones: History: by SIMD: 2016-17 to 2018-19



Pupil Equity Funding

East Renfrewshire schools were allocated a total of £1.41 million in Pupil Equity Funding (PEF) from Scottish Government for session 2018-2019. Head teachers developed plans detailing how each schools' additional funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.

Head teachers reported a range of improvements as a result of PEF interventions, including improvements in:

- Attainment in reading and mathematics as measured by standardised test scores
- Numeracy and literacy progress as measured through Curriculum for Excellence levels
- Reading age of pupils, reading comprehension skills, spelling and attainment in writing
- Attendance
- Pupil motivation, engagement, confidence and self-esteem
- Pupil participation in extra-curricular opportunities.

Further detail in relation to the progress schools have made in improving outcomes through the Pupil Equity Funding during 2018-19 is available online.



External Review: Raising Attainment and Achievement

Education Scotland inspected one East Renfrewshire primary school and one secondary school in 2018-19. Both Our Lady of the Missions Primary School and St Ninian's High School were evaluated as 'excellent' for raising attainment and achievement.



Senior Phase

Within the senior phase, we compare the performance of key equity groups against overall performance to measure and monitor our impact in closing the attainment gap.

The proportion of young people with free meal entitlement in S4 attaining 5 or more National 5 A-C awards increased significantly in 2018-19 by 16% to 56%. This success has been achieved through a wide range of early intervention and support strategies that have targeted this key group.

The introduction of the new National Qualifications saw the creation of a new tariff scale - Insight points – which are used to measure and compare levels of pupil attainment. The gap in average cumulative tariff score of S4 learners between the most and least deprived reduced by 28 Insight points in 2018-19 to 126 points. This is our second best result in this area over the past five years. The average total cumulative Insight points of the lowest performing 20% increased by 7% over the past five years. The gap between the lowest and highest attaining 20% reduced by 8% in 2018-19 to 438 Insight points. This compares favourably with the national picture, providing further evidence that ERC schools have raised the bar for all and are closing the attainment gap.

School Improvement Partnership Programme

Our School Improvement Partnership Programme (SIPP) continued in 2018-19 with 16 partnerships working across East Renfrewshire schools and settings throughout the year. The programme is supported by the Educational Psychology Service and uses collaborative enquiry methods to tackle education inequality for vulnerable learners. A further five establishments in East Renfrewshire developed improvement partnerships with establishments in other local authorities across the West Regional Improvement Collaborative. Evaluations of SIPs showed that the programme supported practitioners to gather data about children's needs, plan suitable interventions for targeted learners, and evaluate the effectiveness of these interventions in improving outcomes for learners.

“Excellent collegiate working - professional, supportive, enthusiastic, realistic, flexible and inspiring. The intervention had a positive impact on the identified learners. I have reflected upon and modified my own practice. I have a new approach to share with the wider nursery/CDO team.”

Head of Centre



Early Years Strategy

A new Early Years Strategy for 2018-2021 was developed with an emphasis on collaborative working, improvement methodology and implementing change. Four teams of staff across the council are delivering services to:

- Ensure effective parenting support
- Support child development, health and play
- Improve opportunities for families to engage in fun outdoor activities within their communities
- Reduce the impact of child poverty

Highlights from 18/19 included:

- Sustained delivery of the Psychology of Parenting Programme and Family First Service
- Parenting support that works – 88% of parents who participated in Psychology of Parenting Programme reported improved behaviour of their child
- Introduction of the Cygnet parenting programme for families of children with an ASD diagnosis
- Development of the Mellow Ability parenting programme for families of children with complex additional needs
- Reduced reports of symptoms of depression, anxiety and irritability
- Parents rated the strength of their relationship with their child more highly.

Early Learning and Childcare Strategy

East Renfrewshire Council continues to invest in its current and future Early Learning and Childcare workforce to ensure that all our staff are highly skilled. This investment continues to take various forms including a focus on professional inquiry and professional learning.

A group of experienced leaders in our ELC settings and Primary Schools have continued to develop online resources to provide staff in both local authority and funded provider settings with an increasing range of high-quality learning materials to support the expansion to 1140 hours, ranging from research articles, video clips and photographs to interviews with experienced practitioners. The accessibility of this resource is designed to enable all staff to access training independently and develop the specific skills, attributes, dispositions and knowledge necessary to deepen and support children's learning and development through effective pedagogy.



'Staff had established a track record of sharing innovative and effective aspects of their work at a number of educational conferences, regional partnerships, professional networks and collaborative forums... This had contributed to a wider professional understanding of how high quality freeflow play was a key tool in raising young children's attainment.' **Care Inspectorate Report, Hazeldene Family Centre February 2019**

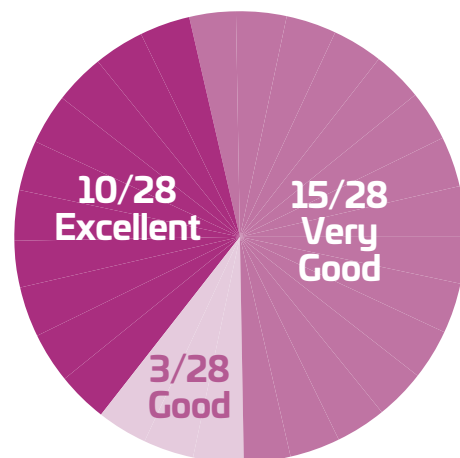


HNC Childhood Practice

The first cohort of HNC students participating in the HNC in Childhood Practice with West College Scotland have completed their studies. 14 out of 19 graduates have secured Child Development Officer Posts within East Renfrewshire Council. A second cohort of 16 members of Education Department staff and one member of staff from a funded provider graduated in May 2019. A third cohort of 19 staff embarked on the programme during 2018-19. Opportunities to participate in this career changing programme have been extended to other departments within the Council.

External Validation and Review

The focus on maintaining quality as our services expand builds on the strong foundations of our high quality services. Seven early years settings were inspected by the Care Inspectorate in session 2018/19. Of the 28 evaluations given across the seven establishments, ten were Excellent, fifteen were Very Good and three were Good.



What are we going to do now?







- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight, SNSA and the BGE Benchmarking Tool and the ability to interpret data, identify areas of need for individuals and groups of learners.
- Continue to develop and improve bespoke data analysis tools incorporating the most relevant data to support schools in improving outcomes for all.
- Continue to support and challenge schools to improve outcomes for identified groups through effective allocation of Pupil Equity Funding.
- Monitor and evaluate impact of the Numeracy & Maths Action Plan in line with the strategy.
- Continue to work with the West Partnership Development Group and celebrate Maths Week Scotland.
- Continue to deliver the Literacy strategy CLPL programme including Reading Recovery approaches.
- Continue to provide targeted interventions to support children's learning by increasing the confidence of parents most in need of support, as part of our Early Years Strategy.
- Further develop approaches to Promoting and Nurturing Early Communication and Language.
- Support leaders and practitioners to prepare for expansion to 1140 hours to ensure high quality Early Learning and Childcare for all children.
- Continue to provide support, including CLPL, for learning partnerships and expand the use of collaborative action-based research to improve outcomes for key equity groups, including by continuing some partnerships with out of authority establishments over a longer time scale.

Everyone Achieving

Achievement Awards

Young people's achievements are recognised through a wide range of awards and awarding bodies. Throughout 2018-19, working towards a variety of awards helped our children and young people develop a range of capabilities and attributes which supported them to improve their skills for life, learning and work. This session's Convener's Awards for Outstanding Achievement celebrated the successes of thirty-five young people and groups from across the authority. Our children and young people's achievements were recognised in various fields including sports, arts and creativity, community service and personal achievement. Pupil questionnaires showed that 87% of young people in East Renfrewshire agreed that the school recognised and celebrated their personal achievements, an increase of 7% from 2017-18. 90% agreed that they have opportunities to take part in school committees and groups.

The table below shows the number of young people achieving a variety of awards over the last three years. An increase in particular awards was due to schools targeting opportunities to match the skills pupils needed to develop.

Achievement Awards	2017	2018	2019
 THE DUKE OF EDINBURGH'S AWARD	485	523	663
 JOHN MUIR AWARD <small>Wild places: DISCOVER EXPLORE CONSERVE SHARE</small>	368	917	613
 Saltire Awards	660	745	698
 Caritas Award <small>WITNESS REFLECT LEARN</small>	53	68	63
 youth SCOTLAND <small>The network of youth groups</small> Hi5 Youth Award	0	20	60
 HEART START <small>British Heart Foundation</small>	128	198	194



All secondary schools provided opportunities for pupils to gain awards in Sports Leadership. Achievements in Sports Leadership were recognised through a variety of awards including the Sport Leadership UK Award, SQA National Progression Awards in Sports Development and Sports Coaching, and other internal achievement awards for Sports Leadership linked to schools' own systems for recognising and celebrating achievements.

'Many young people contribute to the life and work of their community through their faith, for example through the Caritas award. In S2, all young people complete the Youth Philanthropy Initiative. This helps to embed the importance of giving back to the community through charity work. Leadership opportunities increasingly add value to young people's achievements. These include numerous volunteering opportunities being recognised through Saltire Awards, The Duke of Edinburgh's Award, The Diana Award and Volunteering Skills Award.'

Education Scotland Summarised Inspection Findings, St Ninians' High School June 2019

Professional Learning

Between August 2018 and June 2019, 305 courses were facilitated by the Quality Improvement Team – 20% more than in 2017/18 and a 99% increase compared with 2016/17. Course evaluations remained very high with 91% of participants who completed evaluations rating their learning positively. Evaluations of these courses demonstrated that attending staff felt confident that their participation would lead to a positive impact on learners. Training programmes focusing on Moderation, Literacy, Numeracy and Playful Pedagogy have significantly increased the confidence of practitioners to improve learning, teaching and assessment, and as a result, the experiences of children and young people.

 During session 2018-19, **24 teachers** were engaged in Masters (SCQF level 11) learning with the University of Glasgow and University of Strathclyde. There was a particular focus in these courses on educational leadership, professional inquiry and early years pedagogy.



Focused look at impact of Career Long Professional Learning

A *Focus on the Impact of CLPL* was carried out in December 2018. This review found that almost all teachers believe that they have good opportunities to take part in CLPL which enables them to reflect on and improve practice, and that literature, research and policy sources are increasingly used to support the process of leading and developing learning. Practitioners discuss and share their learning with a focus on collaboratively improving learners' experiences and outcomes.

'In focus groups, participants stated that in staff meetings, including departmental and faculty meetings in secondary schools, there is an increasing focus on discussion of learning and teaching and sharing of professional learning, and a move away from a more traditional business meeting approach. This has led to an increase in the confidence of practitioners to innovate and inquire.'

Report: Focus on Impact of CLPL, January 2019

In questionnaires, 93% of teaching staff agreed that they had good opportunities to take part in continuing professional development, 3% higher than data collected in 2017-18; 100% stated that their professional learning enabled them to reflect on and improve their practice, also up 3% from 2017-18.

Professional Inquiry

Schools and practitioners continued to develop their understanding and use of evidence-based change projects to improve learning in 2018-19.

A Research Hub for teacher practitioners has been established in Williamwood High School, in partnership with the University of Strathclyde, to support appropriate and impactful professional inquiry at all levels. An initial training session for all teaching staff in May 2019 was followed by one to one coaching from University of Strathclyde staff to support teaching staff in planning inquiry. Evaluations of the initial training session delivered by the University of Strathclyde provided evidence that teachers had increased confidence to make informed use of inquiring approaches.

Leadership



Schools' self-evaluation of leadership of change.

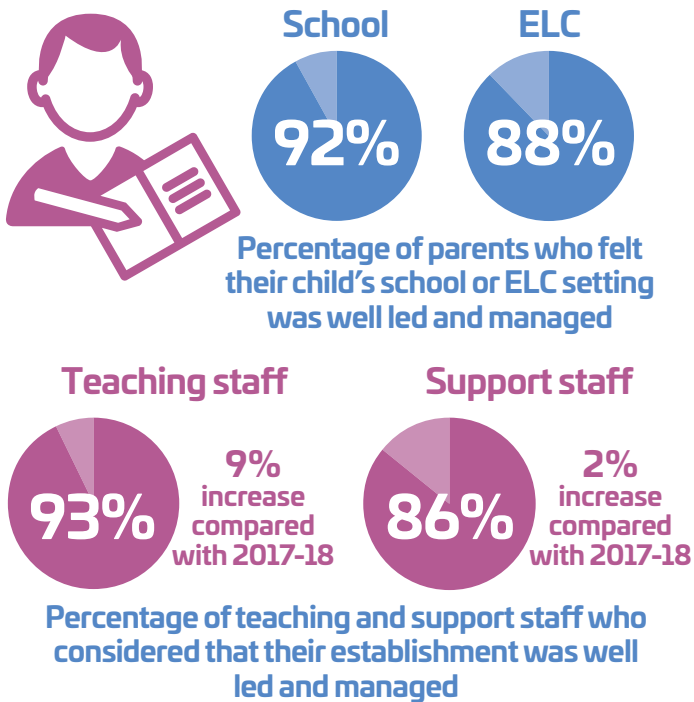
St Ninian's High School was evaluated as 'excellent' for leadership of change in an inspection by Education Scotland.

Head Teachers

Head Teachers were well supported by targeted professional learning opportunities including Head Teacher induction programmes, Secondary Head Teacher discussion forums, Head Teacher Forums (Primary and Early Years) and Head Teacher seminars. In 2018-19 two East Renfrewshire Head Teachers completed the Into Headship programme, which was devised by the Scottish College of Educational Leadership and is delivered through the University of Glasgow. On successful completion of this programme participants are awarded the Standard for Headship, which will become a pre-requisite for all new head teachers from August 2020.

East Renfrewshire's second Head Teacher Induction Programme, which was delivered to five recently appointed Primary Head Teachers, was very positively evaluated.

According to questionnaires:



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Collaborative Improvement Visits

During 2018-19 a new model for Subject Focused Collaborative Improvement Visits (CIVs) by secondary departments was piloted. The approach aims to further develop the culture of collaboration within and across schools, to drive innovation and sharing of practice and to secure collective improvement. Evaluation of Year 1 by secondary practitioners in English and Technologies showed that participation in the CIVs had provided a valued opportunity for professional learning and supported further future sharing of innovative practice across the departments.

"Being part of a visiting team provided a great opportunity to observe excellent practice in another school and to engage in meaningful professional dialogue about learning and teaching. The process has given a platform for our subject group to work collaboratively on identified areas of development in our curricular area." **Principal Teacher**

STEM Strategy

The Education Department's Science, Technologies, Engineering and Maths Strategy and an associated action plan were launched in session 2018-2019. The principal aim of the strategy is to build capacity and support the development of our staff's skills as well as developing and sustaining greater partnership working across our establishments, with partners in further and higher education, related industries and other organisations promoting a wide range of STEM activities. Good progress has been made with taking forward the actions detailed within the strategy.

This session, St Ninian's, Mearns Castle and Williamwood Clusters took part in the Primary Cluster Programme in Science and Technology delivered by SSERC. The majority of practitioners rated the sessions to be either good or very good overall.





Primary Science Quality Mark

Three East Renfrewshire primary schools were awarded the prestigious Primary Science Quality Mark in recognition of the quality of science learning and teaching in their schools. Calderwood Lodge Primary, Kirkhill Primary and Mearns Primary School all received their awards at a ceremony in March. The PSQM award scheme celebrates excellence in primary science and raises the profile of science teaching, learning and leadership in primary schools.

Effective Transitions Review: Eastwood Cluster

A review of effective transitions took place in Eastwood Cluster. The report showed that overall, learners' experiences across the primary and secondary sectors were very good. There was evidence of a range of learning and teaching approaches which offered a good balance of active learning, direct teaching and group work. All of these approaches were clearly related to the experiences and outcomes of Curriculum for Excellence.

'Across the cluster, team work amongst the staff was strong with a high level of commitment to the care, welfare and education of children and young people. Staff at all levels were knowledgeable about key aspects of the cluster's improvement agenda and were aware of the wide range of development work. All staff engaged very well in professional dialogue and gave a very good account of their own work and contribution to the school and cluster. They were keen to improve their practice and skills in the playroom/classroom.'

**Effective Transitions Review, Eastwood Cluster
November 2018**

In November 2018 staff from the Education Department participated in Education Scotland's Thematic Review of Readiness for Empowerment. The Review evaluated how well local authorities empower head teachers and schools to lead improvement, design their curriculum and manage their own staffing and budgets.

In focus groups, staff and head teachers from across the sectors commented positively on the autonomy they had to be creative and shape their own schools according to their different local needs. Head teachers noted that they felt empowered to be leaders of learning and were trusted to know their schools and make decisions accordingly. Staff at all levels felt there was strength in collaborative working across the authority and that they had high quality support from the Education Department in relation to a wide range of issues such as finance, reducing workload, professional development, improvement planning and self-evaluation.

All East Renfrewshire head teachers, heads of centre and quality improvement officers participated in a seminar on the theme of Empowerment in March 2019. This provided a valuable opportunity to further evaluate the authority's progress with empowerment and plan for continued development of our approach.

'Overall children's attainment, achievement and progress is very good; the school has a clear focus on closing the equity gap and raising attainment for key equity groups. Learners are happy, confident and enjoy making positive contributions to the life of the school and to their wider community. The teaching of literacy and numeracy is at the heart of the delivery of all aspects of the curriculum; staff make meaningful links and support pupils to transfer their learning into real life contexts.'

**Our Lady of the Missions Primary School
Validated Self-Evaluation, December 2018**

96% of teachers stated that they were actively involved in the school's on-going self-evaluation and 86% said that they have opportunities to be involved in agreeing priorities for the school. 74% of parents with children in school and 72% with children in ELC settings agreed that the school takes their views into account when making changes. 84% of pupils stated that the school listens to them and takes their views into account; this represents an increase of 12% compared with data gathered last year.

Customer Service Excellence

In January the Education Department was reassessed by SGS Customer Service Excellence and achieved a continued award of the Customer Service Excellence Standard. The subsequent report noted the service was Fully Compliant against all criteria, with 12 areas of Good Practice and a further 22 areas of Compliance Plus. The report recognises the department’s continuing commitment to providing excellent services and to seeking continuous improvement. The number of areas of Compliance Plus had increased from the previous assessments in January 2016, January 2017 and January 2018 when there were ten, 13 and 17 respectively. ‘Compliance Plus’ is awarded for ‘behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.’

‘There is an ongoing, strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this. There are many and varied strategies to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained.’

Customer Service Excellence Assessment Report 2019

Citizens’ Panel

Through the 25th Citizens’ Panel Report, published in January 2019, East Renfrewshire residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the education Department. The report shows that primary and secondary education were the two highest rated council services in the survey. 98% of respondents rated primary education as good or very good; this figure was 96% for secondary education. Further analysis within the report showed that education continued to be one of the top reasons for respondents choosing to live in East Renfrewshire.

% of satisfaction with the quality of service

	Primary education	Secondary education
2013	100%	96%
2014	98%	96%
2015	100%	98%
2016	96%	96%
2017	97%	91%
2018	96%	89%
2019	98%	96%

27

Family Centred Approaches Framework

All Early Learning and Childcare (ELC) establishments continued to offer excellent services for families. A self-evaluation framework has been implemented since 2015 which is used by staff in schools and centres to ensure Family Centred Approaches lead their practice. The self-evaluation framework has been adapted this session to be used by secondary schools from 2019.

Early Learning and Childcare establishments achieving Family Centred Status



Primary schools achieving Family Centred Status



Early Learning and Childcare establishments accredited as Family Focused at Gold Level



Two ELC establishments have been accredited as Family Focused at Gold level, having successfully demonstrated the wide range of ways in which they include parents within their service. This evaluation has been endorsed by parents who were asked to provide their views, ensuring that the evidence offered by practitioners matches the lived experience of the parents.

‘Family Engagement initiatives had also provided very good opportunities for children, families and practitioners to make informed decisions about the overall quality of service provided. This had resulted in improved communication methods being implemented to support meaningful outcomes for children and families and to agree changes within the learning environment.’

Glen Family Centre Care Inspectorate Report, September 2018

Parental Engagement

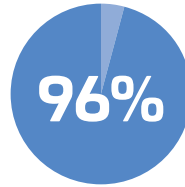
The department implemented its new Parental Engagement Strategy throughout session 2018-19. The strategy outlines East Renfrewshire's commitment to an intensified, more targeted focus on engaging and involving parents in their children's learning and the life of their children's school.

Almost all schools have created easy to understand parent versions of their improvement plans and standards and quality reports, and in best practice parents were actively involved in this to ensure that the information was being shared in a way that met their needs.

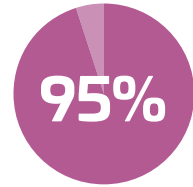


74%
60%

Over the last three years the percentage of parents indicating in authority questionnaires that their child's school takes their views into account when making changes has risen significantly.



96%
of parents responded that they felt comfortable approaching the school with questions, suggestions and/or a problem.

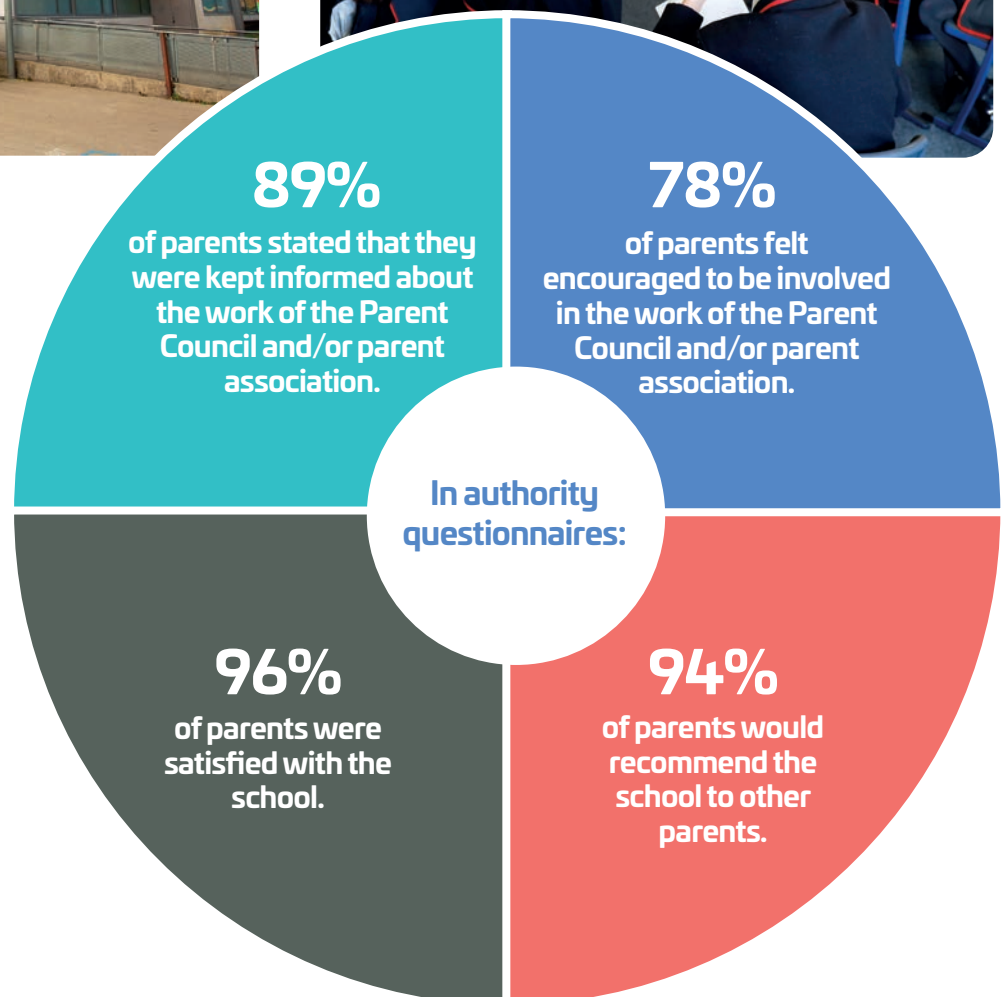


95%
Almost all staff agreed that their school's arrangements for engaging parents in their children's learning were effective.



Parent Councils

Parent Council Forums bring together the chairperson of each parent council three times a year. This session parents have taken ownership of these meetings, suggesting agenda items and creating a self-sustaining network to facilitate communication between parent councils. In response to requests for training on particular issues, a range of local authority staff, partners and young people facilitated sessions to develop parent council representatives' understanding of the work being done in schools.



NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.



Leaver destinations

The proportion of leavers from East Renfrewshire schools transitioning to positive destinations continues to increase. 97.4% of school leavers in 2017-18 entered a positive destination, such as higher education, further education, employment, training and voluntary work; this is an increase of 1.3% from 2016-17 and is the highest ever recorded for East Renfrewshire. The school leavers follow-up survey, which is undertaken 9 months after school leaving date, indicated that 96.4% of leavers were in a positive destination. This was the second highest result ERC has ever achieved and well above the national average.

Vocational Programme

The ERC Vocational Programme delivers over 70 courses, ranging from level 1 to level 8 to around 600 students including over 60 young people undertaking Foundation Apprenticeships across a range of frameworks.

The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college and training partners who work well with us to maintain pupil progress and intervene when appropriate offering further support as required. In 2018/19 441 students out of 561 (78.6%) either completed their course or progressed onto Year 2 of a Foundation Apprenticeship.

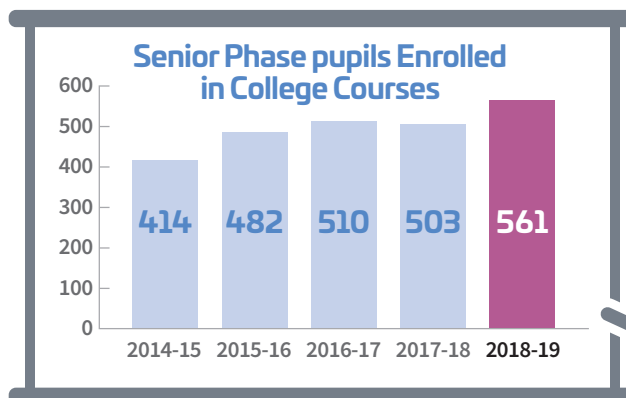


97.4%
of school leavers in 2017-18 entered a positive destination

In addition the latest participation data (2019) indicated that 96.9% of ERC 16-19 year olds were participating; this was well above the national figure of 91.6% and the highest result for mainland Local Authorities.

Throughout 2018-19 the Education Department engaged with a range of partners including the Environment Department, Skills Development Scotland, Work EastRen, and the college sector to provide work-based and work-relevant opportunities for our children and young people to prepare them for their working lives.

The number of young people leaving school with vocational qualifications continues to increase over time, with many of those young people achieving qualifications at level 6 or above. In 2018-19 the percentage of young people in ERC who gained a vocational qualification at level 6 or better was 11.4%, well above the national average of 3.8%.



Adult Learning Services

Adult Learning Services supported 218 adults to achieve their work-related learning goals through Employability courses. Additional literacy support was provided to supplement and develop employability skills, increasing participants' independence. The service continued to develop its partnership with West College Scotland and Clyde College in order to provide accredited courses in the community. 23 adult ESOL learners became better equipped to apply for work and to understand the employment system in Scotland. With improved confidence and employability skills, ESOL for Work learners created a CV and felt confident enough to apply for jobs. Following these courses learners went on to utilise their skills in vocational courses, voluntary work opportunities, further education, and paid employment.

The service engaged more widely with residents when recruiting for the SQA Early Years and Childcare courses in 2018-19, to include parents with children attending Early Years centres across the authority. 19 adults, mostly parents, completed courses in Child Development and Working in Early Years and Childcare. These courses have enabled participants to progress to further study and employment, for example studying Early Years Childcare at college, taking up an Adult Apprenticeship in Childcare within East Renfrewshire or beyond.

Adult Learning Services supported

218 adults

to achieve their work-related learning goals through Employability courses.



"I came to the Adult Learning Service because I really wanted an apprenticeship in Early Years and Childcare. I discovered how to believe in myself more. I achieved the SQA Working in Early Years qualification and in May this year, with their help, I successfully got an Adult Apprenticeship in a nursery."

Adult Learner



The service continued to develop its partnership with West College Scotland and Clyde College in order to provide accredited courses in the community.

30

Digital Schools Awards

Digital Schools Awards Scotland is a national award programme accredited by Education Scotland, which aims to promote, recognise and encourage a whole school approach to the use of digital technology in primary and secondary schools.

Thirteen schools achieved the Digital Schools Award in 2018-19, bringing the total number of East Renfrewshire schools having achieved the award to 17 primaries and three secondaries. St Joseph's Primary School also achieved a Cyber Resilience and Internet Safety Award. When visiting the schools, the assessors were impressed by the range of opportunities pupils had to use digital technology as an integral part of their classwork, including real life links to the world of work.

'Carolside Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school. Pupils have access to a range of devices including laptops, Chromebooks and iPads, which are timetabled for use but which also allows for flexibility amongst the staff should they require additional devices for particular lessons. The school makes excellent use of the tools available in Glow such as Office 365 and they were also a trial school for G-Suite for Education, which they are using very productively across the school.'

Digital Schools Award Validation Report, Carolside Primary School



What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review.
- Continue to empower schools and centres to strengthen practices in self-evaluation for improvement.
- Implement the leadership strategy and work with schools to provide high quality CLPL which supports the continued improvement in learners' experiences and outcomes.
- Continue to implement the Digital Learning and Teaching Strategy and STEM Strategy.
- Extend our partnership with South Lanarkshire College, offering more opportunities for our young people both within the community and at the college.
- Continue to develop FA opportunities and support work placements as appropriate ensuring all young people gain access to work experience opportunities when they want them.
- Continue to work with Community Benefits, the DYW West Regional Group and other partners to offer further opportunities in relation to work placements, site visits and to establish more partnerships with employers and businesses.
- Use the results of recent consultation with Adult Learners to develop and provide new SQA accredited courses to meet the needs of more adult learners.
- Launch Secondary Schools Family Centred Accreditation Framework.
- Continue to implement the Parental Engagement Strategy.

Excellent Experiences

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'The cluster's vision and ambition permeate the work of the cluster. They are key drivers for change and improvement. This has resulted in very positive and supportive relationships across the cluster. All members of the cluster community work together in an effective way. They demonstrate a commitment to the cluster's developing culture of collaboration, with everyone working together to improve attainment and achievement and provide all learners with excellent experiences.'

**Effective Transitions Review:
Eastwood Cluster, November 2018**

Through Care Inspectorate and Education Scotland inspection reports and our own reviews of schools we know that we are delivering high quality experiences which have significant impact on children, young people, and their parents and carers.





100%
good or better



58%
very good



6%
excellent

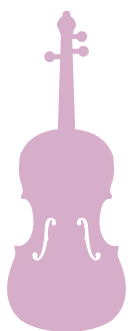
Schools' self-evaluation of learning, teaching and assessment.

In Education Scotland inspections of Our Lady of the Missions Primary School and St Ninian's High School, inspectors evaluated both as **'very good'** for learning, teaching and assessment.



Musical Success

Young musicians from across the authority enjoyed outstanding success during the Glasgow Music Festival in March. In an exceptional round of performances all six of East Renfrewshire's bands and ensembles won first place in their categories. The East Renfrewshire Schools' Senior Concert Band went on to perform in the finals of the Scottish Concert Band Festival in Perth Concert Hall, gaining a Gold Plus Award for their outstanding performance.



An S6 violinist from St Ninians High School won the Leaders Competition in the West of Scotland Schools' Symphony Orchestra in February 2019. He went on to lead the orchestra for the 2019 season of concerts and was subsequently offered scholarships for the Royal Academy of Music in London and the Royal Conservatoire of Scotland to study violin performance.

SQA Distinction

During the 2019 SQA examinations two pupils from St Ninian's High School achieved the top marks in Scotland for SQA Higher Human Biology, Advanced Higher Biology and Advanced Higher Chemistry Project. A pupil from Woodfarm High School also attained the top mark in Scotland for National 5 Chemistry, scoring 100%. The pupils were invited to receive award certificates at the "Science and the Parliament" awards ceremony event hosted by the Royal Society of Chemistry at Our Dynamic Earth in Edinburgh.



Sporting Success

East Renfrewshire pupils continued to enjoy regional, national and international success in 2018-19.

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Formula 4

An S6 pupil from Williamwood High School became the first ever female F4 driver in the UAE Championship 2018. This follows a series of racing successes including 1st place at the Scottish Schools Championships in 2018-19.

Ice Hockey

An S3 pupil from Barrhead High School represented Scotland as part of the Scottish u15 Ice hockey team, as goalkeeper.

Triathlon

An S6 pupil from Williamwood High School achieved outstanding success in triathlon competitions throughout 2018-19 including second place in the Relay triathlon at the Triathlon European Championships. He also Represented Team GB in the Youth Olympic Games in Argentina.

Martial Arts

An S3 pupil from Mearns Castle High School excelled in a range of national and international Tae Kwon Do championships, winning the U18s Gold Medal at the Croatian International Tournament, U18s Gold Medal at the British Championship, and Bronze Medal at the European Championship in Spain. He is now training with Team GB.

Athletics

An S6 pupil from Eastwood High School enjoyed outstanding athletics success, becoming the Scottish Schools 100m and 200m champion and also the Scottish Athletics under 20 100m Champion.

Football

St Ninian's U15 football team won the Scottish Schools' Football Association U15 Scottish Shield, taking the sixth national title for St Ninian's High School football in five years.

Cycling

A pupil from Eastwood High School became Scottish Cycling Junior 10 Mile Road Race Champion and also took the silver medal in the UK Championships for the same event.

Cross Country

An S3 pupil from St Ninian's High School won the silver medal for the under 15 age group in Belfast at the IAAF Northern Ireland Cross Country Championship event. Two St Ninian's pupils also competed for Scotland in the International School's Cross Country in Dublin, finishing 9th and 20th. The Scottish team won the silver medal at the same event.

Digital Strategy

The department's Digital Learning and Teaching Strategy was published in August 2018. The strategy aims to improve access to digital technology for all learners, ensure digital technology is a central consideration in all areas of the curriculum and empower schools to lead this change. By June 2019 63% of establishments had achieved the Digital Schools Award, with 13 schools gaining this award during 2018-19. Woodfarm Cluster became only the second cluster in Scotland where all schools have achieved the award.

As part of the strategy the Education Department provided 498 Chromebooks to schools for use with pupils living in areas of higher deprivation. The devices provide equity by supporting the delivery of digital access for all learners.

'Across the school, there are many good and at times innovative uses of digital technology that enhance learning. These provide effective digital solutions to extend learning that is not normally accessible and support children's additional learning needs. The use of netbooks is integrated very well into learning across the school. The further growth of mobile technology use has enhanced the school's digital resources. For example, young children enjoy exploring the Great Barrier Reef using virtual reality headsets. This experience improved the quality of vocabulary used in their story writing about a deep sea dive.'

Education Scotland Summarised Inspection Findings, Our Lady of the Missions April 2019



British Council/HSBC Mandarin Speaking Competition

Two pupils from St Ninian's High School reached the final of the British Council/HSBC Mandarin Speaking competition in London. One of the pupils was named runner-up in the Advanced category and was subsequently invited to compete at the World Final in China in October 2019.

35 Erasmus+

Teachers from Neilston and Madras Learning Campus participated in immersion training in France during 2018-19 as part of their Erasmus+ project 'Languages at the Heart of GIRFEC'. The school has now secured a second round of funding to support their international partnership project together with schools in France and Italy. Pupils from Neilston Primary School will take part in exchange trips with pupils from France and Italy to learn more about life for young people in other countries.

In June the Education Department was awarded an Erasmus+ consortium grant to support a two-year project to continue to develop modern languages experiences across all primary schools in East Renfrewshire. The project, called 'Languages in the BGE: Beyond 1+2', will see 50 primary teachers participate in immersion training in France.



Mission Discovery

Pupils from across East Renfrewshire schools participated in Mission Discovery, a three-day educational programme run by the International Space School Education Trust in partnership with the University of the West of Scotland. The programme involves astronauts, astronaut trainers, scientists and NASA leaders and aims to teach young people about space and science, technology, engineering and mathematics (STEM)-related subjects while also encouraging them to aspire to careers in STEM.

The winning team 'Interstellar Intellectuals' included pupils from Woodfarm and Eastwood High Schools who designed an experiment exploring whether artificially increasing root pressure will improve plant growth on the International Space Station. Judges were impressed by the original nature of the experiment, the in-depth research the team carried out and the potential benefits it has for life in space. The students also learned more about what life is like in outer space from former NASA astronaut and Commander of the International Space Station, Dr Michael Foale.

36 Active Schools

Scottish Education Awards

Two East Renfrewshire Primary Schools were recognised at the Scottish Education Awards in June. Mearns Primary School and Nursery Class won the Scottish Education Award for STEM in recognition of their outstanding achievements and practice in delivering high quality experiences across Science, Technology, Engineering and Maths. Neilston Primary School and Madras Family Centre won in the 1+2 Languages category for their success in developing excellent modern languages experiences across the school and family centre.



Mearns Primary School and Nursery Class



Neilston Primary School and Madras Family Centre

Active Schools

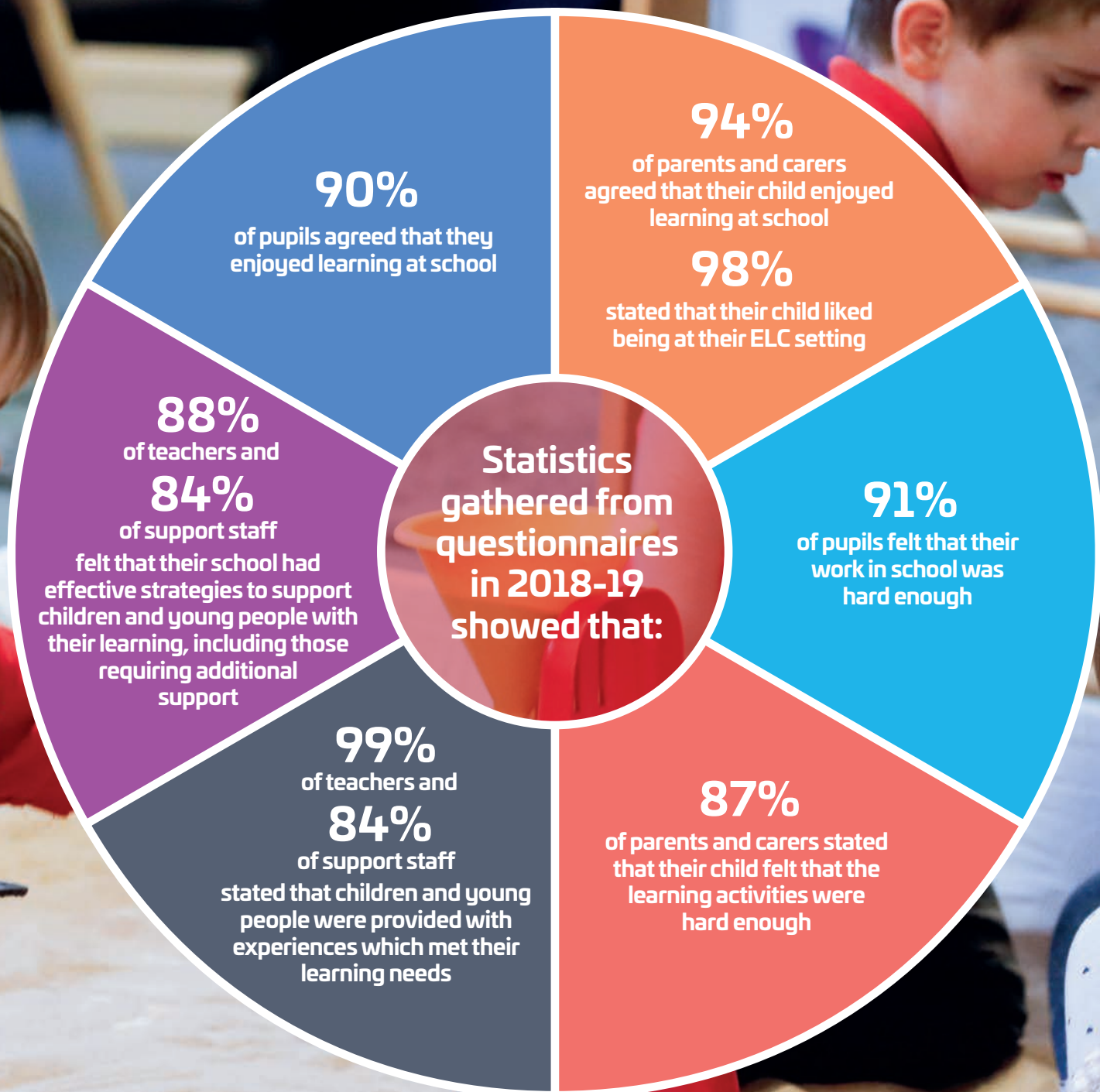
Active Schools continued to work in close partnership with schools to promote active, healthy lifestyles and to support the delivery of active opportunities for pupils. Working in partnership with Active Schools, 7200 activity sessions were delivered in schools in 2018-19, an increase of 231 compared with 2017-18. The increase in activity sessions is matched by an increase in pupil participation in activities with 169,000 participant sessions recorded – an increase of more than 19,000 on the previous year. Pupils participating are benefitting in a variety of ways by developing their strength, fitness, self-confidence, resilience and team working skills. Research has shown a strong link between higher participation and increased attainment.

School Sport Awards

Twenty schools within East Renfrewshire have successfully been awarded Gold status as part of SportScotland's School Sport Award. The School Sport Award is a recognition of the school's achievements in putting sport at the heart of the school's planning, practice and ethos.



NIF Priority 3: Improvement in children and young people's health and wellbeing.



Inclusion policy

A professional development framework was created to support the implementation of the revised inclusion policy. The framework is aimed at building capacity which further develops inclusive practices at all levels within early learning and child care centres and schools. The results of consultation highlighted the department's current strengths with respect to inclusion, such as practitioner forums, educational psychology support, input from specialist services and resources, an ethos of inclusion and committed staff. The framework will be launched and implemented during 2019-20.

Cost of the School Day

In order to help schools and services to promote and sustain a sense of equity and equality through the curriculum, further support has been provided to all establishments in embedding *Cost of the School Day* approaches. The approach aims to ensure cost is never a barrier to children and young people fully accessing the curriculum. Provision of free sanitary products to pupils, in order to address period poverty, has been rolled out across all schools.

UNICEF Rights Respecting School Awards

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with 8 schools currently holding the Gold award, 13 Silver and 10 Bronze. The award recognises achievement in putting the United Nations Convention on the Rights of the Child at the centre of the school's planning, policies, practice and ethos. Pupils are actively engaged in activities, both in and out of school, in support of their rights, which increases awareness and understanding of rights amongst pupils, parents and the wider community.



Number of schools gaining and promoting the UNICEF's Rights Respecting School Award



'Practitioners were very responsive and nurturing when meeting the personal care needs, sleep routines, dietary needs and emotional needs of individual children. They had made good use of quiet, cosy areas and the sensory room provided children with a calm, relaxing and nurturing experience after lunch and throughout the day.'

Glen Family Centre Care Inspection Report, September 2018



Eco Schools

Schools continued to pursue environmental sustainability in 2018-19 through the Eco Schools Green Flag award. This programme engages all members of the school community to participate in activities which raise awareness of local, national and global environmental issues, and promotes an active approach to tackling some of these issues. Learners' understanding of the environment and their connection to it is enriched through these activities. 31 East Renfrewshire schools now have Green Flag status.

Exclusion Rates

Our schools continue to use strategies to promote positive, nurturing and supportive relationships with our children in order to manage behaviour in a proactive and person-centred manner.

In 2018-19, no temporary exclusions were made in the primary sector. East Renfrewshire compares very favourably to the national value of 11 incidents per 1000 pupils (latest published data for 2016-17). The department set a new three year average target of 0.3 incidents per 1000 pupils for 2019-21 and is currently on track to achieve this.

In 2018-19 there was a decrease in exclusions in the secondary sector to 6.7 incidents per 1000 pupils, down from 7.4 in 2017-18. The ERC performance compares very well with the national figure of 47.7 incidents per 1000 pupils (latest published data for 2016-17). The council is currently slightly above the challenging three year average target of 5 incidents per 1000 pupils for 2018-19 to 2020-21.

Exclusions of pupils from within our Looked After community has decreased from 49.4 LAC exclusions per 1000 LAC pupils in 2017-18 to 26.3 in 2018-19.

Corporate Parenting Plan

The 2016-18 Corporate Parenting Plan was reviewed during 2018-19 in partnership with a range of stakeholders including the Champions Board. Following an audit, a report was produced in partnership with our colleagues in Health and Social Care on the quality of planning to meet the needs of care experienced children and young people who are educated outwith East Renfrewshire. The report demonstrated that very good progress has been made in developing a culture of corporate parenting and collaboration across services which has led to improved experiences and outcomes for care experienced children and young people. The education policy provides clear guidance to schools around the needs of care experienced children and young people.

"We have had a great deal of support this year in order to up-skill staff to deliver interventions for pupils in a bid to tackle barriers to their learning. Co-ordinators meetings have been very helpful especially in sharing experiences and discussing different ways to support pupils."

ASN coordinator

Educational Psychology Service

The Educational Psychology Service (EPS) has continued to support ELC settings and schools to embed the values and principles of GIRFEC through a range of training opportunities on themes such as universal and targeted support, wellbeing assessment and SMART outcome focused planning.

Very effective transition arrangements were in place for all children moving from early learning and childcare establishments to primary school and from primary school to secondary school. Statistics from the 2018-19 questionnaires showed that 90% of pupils felt they were well supported in moving to a new school in the last year, an increase of 3% compared with 2017-18. 92% of parents and carers agreed with this, up 2% from last year; 94% stated that their child was well supported if they started at the setting or moved to a new room or group in the last year, a decrease of 4% from 2017-18.



90%
of pupils felt they
were well supported
in moving to a
new school

96.3%

overall attendance rate for all primary schools



93.9%

overall attendance rate for all secondary schools
across S1-S5

Attendance

Overall attendance rate for all primary schools was 96.3%; up from 96.1% in 2017-18. The department set a new three year average target (2019-21) of 96.6% and is currently 0.3% below this value. The three year average for primary attendance from 2016-2019 was 96.3%.

In secondary, the overall attendance rate for all secondary schools across S1-S5 was 93.9%; 0.1% above that recorded in 2017-18. The new three year average target (2019-21) for the same stages has been set at 94.0% and is currently 0.1% above the value for the current year. The three year average for secondary attendance from 2016-2019 was 93.8%.

Anti-bullying policy

The annual anti-bullying return shows an increase from the previous year in the number of confirmed bullying incidents from 44 to 63. Of those 26 (2.79 per 1000) were in primary schools and 37 (4.77 per 1000) in secondary schools. The three-year average number of incidents is 57. Incidents and alleged incidents of racist behaviour were low across both primary and secondary establishments. A revised anti-bullying policy was produced in May 2019 to reflect updated national guidelines. The Education Department is working in partnership with RespectMe, the national anti-bullying organisation, to offer staff training following the implementation of the revised policy.

Health and Wellbeing

The Quality Improvement Team and Educational Psychology Service facilitated moderation activity with all seven secondary schools in the writing of wellbeing plans. Good practice in health and wellbeing has been shared through professional dialogue between practitioners, and St Ninian's High School shared the strategies that led to their successful inspection report in June 2019.

An Emotional Health and Wellbeing training programme was developed by the Educational Psychology Service and delivered within Williamwood Cluster for practitioners in primary schools, to enable them to better understand and support children and young people.

In statistics gathered from questionnaires, 84% of pupils stated that their school is helping them to become more confident, an increase of 7% compared with 2017-18. 91% of parents and carers agreed with this statement; this figure was 94% in ELC settings.



School Meals

The schools catering team was a finalist in the APSE Best and Most Improved Performer in School Catering national awards. In addition the catering team was awarded a full service Gluten Free accreditation, becoming the first school catering team in Scotland to gain this achievement. This service provision was provided by the catering team in Calderwood Lodge and St Clare's Primary Schools, who were further recognised as Team of the Year in the council-wide 'We are East Ren Awards'.

In pupil questionnaires



83%
of young people agreed that their school taught them how to be healthy

an increase of 10% from last year

95%

of parents and carers at school and in ELC settings stated that their child was encouraged to be healthy and take regular exercise



70%
of pupils agreed their school encouraged them to make healthy food choices

an increase of 14% from last year

Facilities Management

The Janitorial and Cleaning teams maintain a high level of provision of services and continued to play a key role in 2018-19, supporting the opening of Maidenhill Primary and overseeing of the maintenance and building improvements throughout the authority. The teams were Finalists in the APSE Best Performer in Building Cleaning category 2018.



Online Services

We have continued to improve our online services to parents, allowing them to interact with their child's education establishment outwith normal school/office hours. This includes cashless offices with parents paying for meals, activities and purchases through our digital solution and supported web based shops.

This year saw the introduction of a digital Primary 1 application process, allowing parents to make applications online. This has substantially reduced parent and staff time spent on the application process, reduced manual input and increased the accuracy of information.



Modernisation

2018-19 saw the main construction phase of Maidenhill Primary School and Nursery Class, an inspiring new build facility in the Maidenhill masterplan area in Newton Mearns. The new school and nursery opened as scheduled in August 2019.

Plans were further developed to establish 5 new build early years centres to support delivery of the Council's expansion to 1140 hours of free early learning and childcare by 2020. The number of places was extended at Busby Nursery Class with a new 60 place nursery established. Places were also extended at Braidbar Nursery Class, with adaptations to the outdoor space providing an improved learning environment with all year round access and inviting learning experiences.

Other projects undertaken in 2018/19 included:

- Remodelling the primary one area at St Cadoc's Primary School in advance of the new nursery class being established in August 2019
- Establishing a MUGA (multi user games area) at Busby Primary and resurfacing the MUGA at Eaglesham Primary
- Refurbishment of toilets at Carolside and Braidbar primary schools
- Remodelling two classrooms at Braidbar Primary School to provide flexible multi-purpose space
- The completion of an authority-wide Digi Hub based at St John's Primary School, to support digital learning and teaching.



What are we going to do now?

- Continue to provide high quality professional learning opportunities for all staff and moderation facilitators in the integrated approach to learning, teaching and assessment.
- Carry out a review of the implementation of 1+2 Languages.
- Continue to implement the recommendations of the Review of Learners' Experiences across Early Level.
- Implement the recommendations of the Review of the Instrumental Music Service.
- Continue to collaborate with schools, centres and partners on curriculum design to provide appropriate and flexible learning pathways for all.
- Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan.
- Further support schools and centres to embed the corporate parenting policy and develop the culture of corporate parenting within all settings.
- Launch the HealthiER Minds framework and continue to provide high quality professional learning which supports our approach to inclusion.
- Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and classrooms.
- Continue to implement aspects of the Carers (Scotland) Act 2016 that apply to Young Carers.
- Continue to work in partnership with schools and centres to realise the level of savings required whilst minimising the impact on schools and services.
- Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.
- Continue to align our financial resources to the delivery of the department's vision, ensuring effective and efficient budget management whilst supporting increased empowerment with regards to funding decisions.
- Continue to deliver new digital services, including the introduction of an online Parent Portal which will allow parents and carers to digitally interact with educational establishments for an increased range of services.
- To support the expansion of free early learning and childcare to 1140 hours from August 2020, we will open 6 new build/extended early years centres.



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اگر آپ اس لیفلیٹ میں درج معلومات کا ترجمہ اپنی زبان میں چاہتے ہیں تو ہم سے رابطہ کریں

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 January 2020Report by Director of EducationDRAFT LOCAL IMPROVEMENT PLAN 2020 - 2023**PURPOSE OF REPORT**

1. The purpose of the report is to seek elected member approval for the Education Department's draft local improvement plan 2020 - 2023.

RECOMMENDATION

2. Elected members are asked to approve the attached draft local improvement plan 2020 – 2023.

BACKGROUND

3. Members will be aware of the previous Local Improvement Plan 2019 – 2022. The Standards and Quality Report 2018 – 2019 provides an indication of the next steps the department, its services and schools will take to improve continuously over the next few years.

4. The draft local improvement plan takes full account of the East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan 2020 – 2023 and the department's strategy Advancing Excellence and Equity in Education in East Renfrewshire. Links to the National Improvement Framework (NIF) priorities and drivers have been incorporated into the plan. Cognisance has been taken of the West Partnership Improvement Plan which sets out the areas that the eight Local Authorities will collaborate on regionally to offer schools opportunities to improve.

REPORT

5. The draft local improvement plan is designed to give an indication of the department's key areas for improvement over the next three years and is updated annually to take account of changing priorities. The draft plan is included as Appendix 1.

6. The expected outcomes and impact are organised under the department's vision statement of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and have been reviewed and amended to reflect the National Improvement Framework (NIF) and the results of the department's ongoing self-evaluation.

7. The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. In line with the Standards in Scotland's Schools etc. Act 2000 the plan also sets out how we will address the inequalities of

outcomes that exist for different equity groups and how we will achieve the priorities associated with the NIF.

8. High level areas for improvement are outlined and give an indication of the priorities for development and the activities the department, schools and services will take to make the necessary improvements in the quality of their provision. It is expected that the authority will negotiate and work with managers and head teachers to use the service's / school's own self-evaluation, the information gathered through external evaluations and the local improvement plan to identify priorities for inclusion in their own improvement plans.

9. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. The self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland, Care Inspectorate and Customer Service Excellence help to identify steps which need to be taken to secure continuous improvement.

10. The timescale for the implementation of the plan is school sessions 2020 – 2021 to 2022 – 2023. The department will continue to report on the progress it has made with its local improvement plan and the progress made in implementing the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire* through the annual standards and quality report.

FINANCIAL AND EFFICIENCY IMPLICATIONS

11. The department will direct funding from its delegated budget to support the improvement agenda as outlined in the draft local improvement plan.

CONSULTATION

12. Under the Standards in Scotland's Schools etc. Act 2000 education authorities are required to consult with pupils, staff, parents and all other interested parties on their priorities for improvement for the ensuing year. To this end, and following approval by elected members, the department will issue the appended draft plan to all schools, parent councils, service managers and partners to gather the views of all stakeholders. Thereafter, the plan will be amended as appropriate, finalised and issued to schools, services and stakeholders.

RECOMMENDATION

13. Elected members are asked to approve the attached draft local improvement plan 2020 – 2023.

Mhairi Shaw
Director of Education
23 January 2020

Convener Contact Details
Councillor P O'Kane, Convener for Education and Equalities

Tel: Home 07718 697115

Local Government Access to Information Act 1985

Report Author
Mark Ratter, Head of Education Services (Quality Improvement and Performance)
Tel: 0141 577 3103
Mark.Ratter@eastrenfrewshire.gov.uk

Appendix

1. Local Improvement Plan 2020-2023

Background papers

1. East Renfrewshire Community Planning Partnership Fairer East Ren and Locality Plans
2. Standards and Quality Report 2018 - 2019

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East Renfrewshire Council

Education Department

Local Improvement Plan

2020 – 2023

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A message from Councillor Paul O’Kane

As the convener for education and equalities, I am very pleased to introduce the Education Department’s Local Improvement Plan for 2020 – 2023. East Renfrewshire Council is committed to delivering the highest quality services for its residents and throughout my tenure as convener, I will continue to do my utmost to ensure this continues to be the case for Education Services.

The department’s vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences* captures our aspirations and expectations for all learners and customers. It outlines our commitment to supporting everyone including staff, to realise their potential whether they work in or go to one of our schools, nurseries or centres and to achieving the National Improvement Framework priorities.

This Local Improvement Plan outlines the key outcomes we will be working to achieve in the next three years. This outcome focused approach will help us ensure that the services we provide have a positive impact on the children, young people and adults who use our centres, schools and services. It will also ensure we deliver the outcomes in East Renfrewshire’s Community Plan in partnership with all our users and those with an interest and stake in education.

I commend the improvement plan to you and invite parents, carers and all our other partners to work with the staff in our schools and services in securing the outcomes and impacts identified in the plan.

Councillor Paul O’Kane
Convener for Education and Equalities

Introduction to Local Improvement Plan for 2020 - 2023

On a yearly basis the Education Department’s Quality Improvement Team and service managers carry out an extensive audit to identify strengths in our current provision and areas where further improvement is required. The department’s progress with the impact and outcomes listed in the Local Improvement Plan 2018 – 2021 is detailed in the Department’s Standards and Quality Report 2018 – 2019 which is available on the Council’s website¹ or from libraries, Council offices and schools. This revised Local Improvement Plan reflects the areas for improvement identified through this annual process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions 2020-21, 2021-22 and 2022-23.

The outcomes and impact, together with the high level areas for improvement, have been updated and are organised under the department’s vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences*. They clearly link to the National Improvement Framework and Improvement Plan 2020, the department’s contributions to the Council’s Outcome Delivery Plan 2020 – 2023 and the department’s *Advancing Excellence and Equity in Education in East Renfrewshire*. Cognisance has been taken of teacher workload with a further reduction in the number of activities planned over the three year period. The Local Improvement Plan 2020 - 2023 provides schools and services with a framework for improvement.

The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. The plan also sets out how we will address the inequalities of outcomes that exist for different equity groups. Collaboration within schools, across schools and with colleagues from the West Partnership will be vital in delivering the priorities set out in this plan.

I am confident that this Local Improvement Plan reaffirms our commitment to continuous improvement to ensure we maintain our provision of the highest quality learning and services and continue to achieve outstanding performances.

Mhairi Shaw
Director of Education

¹ <https://www.eastrenfrewshire.gov.uk/article/10409/Department-performance-information>

Using this Local Improvement Plan

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Department's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work. This is illustrated in the diagram on page 4, included in which is the Council's Corporate Vision Statement, the Strategic Outcomes that relate directly to the services the Education Department provides and the connection between national and local plans. Links between the National Improvement Framework priorities and drivers have been incorporated into the plan. The West Partnership Improvement Plan 2019/22 sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. For example, a primary school where leadership has recently been evaluated as 'excellent' by the Quality Improvement team or Education Scotland would not be expected to include that as a priority for change in its improvement plan. In the same way, a secondary school where attainment in literacy and numeracy in the Broad General Education is very high would more sensibly focus on the identified shortcomings in performance in SQA examinations. The purpose of this Local Improvement Plan is to help and guide individual centres, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement:

- Engage in an ongoing process of self-evaluation for improvement using the relevant Quality Framework e.g. How good is our school? or How good is our early learning and childcare? Account should be taken of recent evaluations resulting from an inspection by Education Scotland or a review by the Education Department's Quality Improvement Team.
- Schools and services should prepare a Standards and Quality Report, which reflects the Education Department's guidance on reporting and

summarises the results of the self-evaluation and progress with implementation of the School Improvement Plan.

- Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example the National Improvement Framework and Improvement Plan for Scottish Education and Advancing Excellence and Equity in Education in East Renfrewshire.
- Collaborate with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- Manage teacher workload by focusing on a small number of key priorities which can be implemented and take account of working time agreements.
- Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified.
- The impact made in bringing about the desired improvements should inform the self-evaluation process and be reported in the annual Standards and Quality Report.
- Involve the authority's Quality Improvement Team at each stage in planning for improvement.

The authority has an important role to play in planning for improvement:

- Working with individual centres, schools and services in their evaluation of performance and provision.
- Assisting the school or service to identify the areas for improvement in the next cycle.
- Ensuring that the school's or service's improvement plan reflects local and national priorities.
- Supporting the improvement agenda through appropriate continuing professional development activities including learning partnerships.
- Monitoring progress through Transition Reviews and other aspect and thematic reviews.

East Renfrewshire Community Planning Partnership – Community Plan

The Community Planning Partnership’s vision for East Renfrewshire is:
An attractive and thriving place to grow up, work, visit, raise a family and enjoy later life

- Key Strategic Outcomes** (as related to the services delivered by the Education Department)
- All children in East Renfrewshire experience a stable and secure childhood and succeed.
 - East Renfrewshire residents are healthy and active and have the skills for learning, life and work.

Fairer East Ren Plan

- Focus on closing the gap:**
- Child poverty is reduced
 - Improved employability
 - Moving around (transport)
 - Improving positive mental health and wellbeing
 - Reducing social isolation and loneliness and increasing safety

Locality Plans

- Community led approach, developed for:**
- Arthurlie, Dunterlie & Dovecothall
 - Auchenback
- Locality Plans in development:**
- Neilston
 - Thornliebank

Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets
An indication of how we will measure our contributions to the delivery of the Community Plan, Fairer East Ren and Locality Plans

Education Department Local Improvement Plan

Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences
Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

National Improvement Framework and Improvement Plan 2019

Vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Four Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Six Drivers of Improvement

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children’s progress
- School Improvement
- Performance Information

West Partnership Regional Improvement Plan

Vision: Equity, Excellence and Empowerment

Workstreams: Curriculum, Leadership, Families and Communities, Health and Wellbeing, Collaborative Learning Networks, System Improvement

Our vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We believe that this vision can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our early years centres, schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle will be:

Everyone Attaining

National Priorities		
Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>School Improvement</p> <p>Parental Engagement</p>	<ul style="list-style-type: none"> • Continue to be the highest performing mainland council area as measured by national examinations for school leavers • Improved attainment in the senior phase • Be the highest performing mainland council area as measured by Curriculum for Excellence levels • Improved literacy and numeracy attainment throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in the percentage of schools evaluated as 'good' or better for raising attainment and achievement • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school 	<ul style="list-style-type: none"> • Support and challenge establishments to raise attainment and reduce the poverty related attainment gap, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups • Continue to support and challenge schools to improve outcomes for identified groups through their Pupil Equity Fund • Enhance capacity of senior staff and teachers in schools in using tracking and monitoring tools including Insight, SNSA, Focus, the BGE Improvement Tool and the Early Years Tracking Tool • Continue to support schools to deliver the National Qualifications, including their assessment practices in line with the national framework • Implement the Numeracy and Mathematics and Literacy Strategies and evaluate their impact • Provide support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups • Develop a new Early Learning and Childcare Strategy for 2020-2023

Everyone Achieving

National Priorities		
Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>School Leadership</p> <p>Parental Engagement</p>	<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce • A culture of professional enquiry in all establishments • An increase in the percentage of schools evaluated as 'good' or better for leadership of change • A further improvement in school leaver destinations • An increase in the number of pupils, school leavers and adults with well-developed employability skills • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement in their children's learning and in the life of the school 	<ul style="list-style-type: none"> • Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review • Continue to empower schools and centres to strengthen practices in self-evaluation for improvement • Implement the Empowerment Action Plan • Implement the leadership strategy, deliver the leadership programme and work with schools to provide high quality CLPL which supports the continued improvement in learners' experiences and outcomes • Implement the Digital Learning and Teaching Strategy and STEM Strategy • Continue to support schools and work with partners in developing the young workforce • Develop and provide new SQA accredited courses to meet the needs of more adult learners • Facilitate the sharing of best practice in the use of tracking and monitoring pupil achievements, and support schools to evaluate levels of participation in order to increase achievement and impact on the community • Implement the Parental Engagement and Involvement Strategy

Excellent Experiences

National Priorities		
Improvement in children and young people's health and wellbeing		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>School Improvement</p>	<ul style="list-style-type: none"> • A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally • An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it • A culture based on Getting It Right For Every Child • Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed • Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children • Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour • A positive culture in health and wellbeing in every school and service • Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> • Continue to provide high quality professional learning opportunities for all staff in learning, teaching and assessment, inclusion and nurture • Implement the recommendations of the Review of Learners' Experiences across Early Level • Continue to collaborate with schools and centres on curriculum design to provide appropriate and flexible learning pathways for all • Implement the recommendations of the Review of the 1+2 Languages Strategy • Implement the recommendations of the Review of the Instrumental Music Service • Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan • Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all aspects of school life • Continue to analyse and learn from a range of evidence including complaints, questionnaires and the Customer Service Excellence process, to ensure continual improvement to the experiences of service users and learners • Implement the new Corporate Parenting Plan • Continue to implement aspects of the Carers (Scotland) Act 2016 that apply to Young Carers • Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within schools • Target available resources in line with the Education Department vision • Progress the Capital Plan as appropriate for the Education Department • Develop our digital capacity and modernise services for all learners and residents • Continue maximising efficiency opportunities and planning ahead for further budget reductions

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 January 2020Report by Director of EducationPROGRESS OF EXPANSION OF EARLY LEARNING AND CHILDCARE**PURPOSE OF THE REPORT**

1. The purpose of this report is to update Education Committee on the progress of the expansion of Early Learning and Childcare entitlement to 1140 hours per year for every 3 and 4 year old and eligible 2 year old children by August 2020.

RECOMMENDATION

2. It is recommended that Education Committee notes the progress regarding East Renfrewshire's expansion planning for 1140 hours of free early learning and childcare for August 2020.

BACKGROUND

3. The Scottish Government has set a transformational agenda for Early Learning and Childcare by 2020. 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017 – 2018 Action Plan' was published in March 2017 and outlines the vision for Early Learning and Childcare (ELC) and the key policy principles.

4. The vision is to almost double the entitlement to free ELC from 600 hours to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds and is underpinned by the key principles of Quality, Flexibility, Accessibility and Affordability.

5. In East Renfrewshire an Early Learning and Childcare Expansion Board, under the chair of the Director of Education, has strategic responsibility for the transformational change required to implement the planned increase to 1140 hours of free ELC by 2020. This officer and partnership group is tasked with addressing the complexities, reducing the associated risks and ensuring the delivery of 1140 hours across the authority. Membership of the ELC Expansion Board is made up of senior officers from Education, Environment, Finance, Human Resources, Legal and Procurement and Corporate and Community Services. Trade Unions, Funded Providers, local childminders and Higher Education establishments are also represented.

6. The Board has a reporting line to the Council's Corporate Management Team and there are 4 work streams with specific remits concerning the expansion programme: Quality; Workforce; Expansion Plan and Models; Infrastructure.

7. Education Committee approved the department's Expansion Plan on 28 September 2017. The expansion plan detailed how East Renfrewshire will ensure quality, flexibility, accessibility and affordability remain at the heart of service delivery.

8. Elected members will recall that at the June 2018 Education Committee they noted the position on allocated funding and its impact, including:

- that a paper on the 8-year Capital Plan will be taken forward by the Chief Financial Officer to include consideration of early years expansion;
- the possible implications of receiving less revenue for full implementation (2021/22) of the Council's preferred delivery model; and,
- asking officers and elected members to continue to take steps to lobby the Scottish Government and COSLA to understand the impact of this funding on East Renfrewshire, its children and families.

9. In May 2019, Education Committee noted the continued progress by the department in preparing for the introduction of 1140 hours of funded early learning and childcare by August 2020.

10. This committee report now summarises progress since that period and proposed plans moving forward to delivery.

REPORT

Quality

11. The Quality Workstream, made up of officers from Education, School Staff, HSCP, Further and Higher Education partners, Funded Providers and an early years project manager continues to meet every 8 weeks to oversee progress on the Quality Action Plan.

12. The Quality Action Plan identifies 4 key aims:

- All children will have a high quality early learning and childcare experience;
- All early learning and childcare services are delivering a quality service which is enhancing the opportunities for children and their families;
- Strong partnerships with parents / carers increase family engagement in children's development and learning;
- Children's needs are identified through robust assessment and targeted support has a positive impact on children's learning and development.

13. An annual East Renfrewshire Early Years Conference has been established addressing quality themes identified as key for 1140 expansion. 267 delegates comprising East Renfrewshire Council ELC practitioners and wider Glasgow City Region Education Improvement Collaborative (West Partnership) partners attended the conference on Saturday 16th November 2019. The conference focused on "Creativity" in Early Years. Once again the feedback from the event was evaluated as excellent. It has been agreed that given the significant change planned from August 2020, the next Conference will be held in 2021.

14. A suite of online training materials have been developed by senior leaders to

support Career Long Professional Learning (CLPL) for practitioners. These ensure that staff have access to high quality professional learning resources which can be utilised at any time. Feedback from settings has been positive and effective practice was identified in recent reviews where dedicated time was allocated to staff in pairs so that they could learn together and agree on future professional inquiry and collaborative learning.

15. The Early Years Development Officer (EYDO) continues to ensure that there is a consistent level of quality across all funded providers of ELC in the Council area. All local authority settings currently hold grades of 'good' or better on all four themes inspected by the Care Inspectorate, as well as most providers currently in partnership with East Renfrewshire. Support is provided by the EYDO and a visiting teacher to ensure that all ELC settings meet the National Standard to deliver funded ELC.

16. A digital tracking tool for Early Learning and Childcare settings was introduced from August 2018. This tool allows centres and the Department to gather data on children's progress and development, target appropriate interventions and support children's transition through their early level learning journey. Health and Wellbeing was added to Literacy and Numeracy targets from August 2019. All local authority settings are now using this tool to track children's progress and promote professional dialogue about the quality of children's learning and identify any support required to meet each child's individual needs. We continue to work with our colleagues in IT to find a way to roll out this tool to our funded providers.

17. A working group made up of local authority and funded provider staff have identified key principles for quality mealtimes. The group is now working with the Facilities Management team to determine the types of food that will be provided for children attending whole or part day sessions.

18. As part of the Scottish Government's Quality Action Plan, all settings must support new recruits by providing an induction and mentoring programme.

19. The Senior and Depute Head of Centre Forums have been tasked with personalising the National Induction Programme for East Renfrewshire Council early years employees. This programme provides suggested areas of focus for experienced staff to work with new recruits, ensuring they are continually learning and providing a quality experience to children.

20. With the support of an external trainer, all settings (local authority and funded providers) were offered the opportunity to train existing staff on mentoring approaches.

21. During this period of transformational change the Care Inspectorate has continued with its scrutiny and inspection regime. It is a credit to the existing and new workforce that despite the significant changes, inspection of local authority provision has continued to be highly evaluated. It is particularly pleasing that 2 of our early adopters (providing 1140 hours funded ELC from August 2018) have been inspected and received between them 2 excellent grades and four very good. This reassures that the high standards and quality on offer in our settings continues.

Workforce

22. The Workforce workstream meets on a six weekly basis with officers from Education, Human Resources, Finance, Further Education, HSCP, Skills Development Scotland, Trade Unions, Funded Providers, Adult Learning, Work East Ren and an early years project officer making up the membership.

23. The Workforce Action Plan has 3 key aims:

- i. To staff establishments to meet parental demands for 1140 hours;
- ii. To ensure the workforce in Early Learning and Childcare centres and Funded Providers has appropriate skills, attributes, disposition and knowledge to provide a high quality learning and care experience;
- iii. Continue to ensure appropriate levels of staffing to deliver the entitlement outlined by the Children and Young People (Scotland) Act 2014.

24. A key strategy of the workstream is to “grow our own” workforce within East Renfrewshire Council, and a number of key initiatives with this end goal are in progress.

25. The first two cohorts of HNC students participating in the HNC in Childhood Practice with West College Scotland have completed their studies and 30 out of 35 graduates have secured Child Development Officer Posts within East Renfrewshire Council. A third cohort of 16 staff will graduate in June 2020, with the fourth and final cohort of 11 members of staff due to graduate in September 2020. Additional measures including extended placement opportunities, an internal recruitment policy, and interview and applications skills sessions have been put in place to maximise the opportunities for these staff to secure posts. Although opportunities to participate in this career changing programme have been extended to other departments within the Council, uptake has been disappointing.

26. An Early Years’ Ambassador Programme has been established to help change perceptions and encourage young people into Early Years employment. Seven ambassadors, corresponding to each of East Renfrewshire Council’s high schools, have been identified. The ambassadors are staff from the Council’s early years establishments, who have all progressed through various career pathways and can share these experiences with pupils. The ambassadors attend career events and meet with groups of interested young people. This has been identified as good practice by the Scottish Government with the ambassadors receiving invites to share their practice nationally.

27. A cohort of 34 S3 pupils at St Ninian’s High School are studying for their National Play Award SCQF Level 5 through South Lanarkshire College and are due to complete in 2021. Five senior pupils completed Vocational Early Education and Childcare SCQF Level 4 and 13 completed at SCQF Level 5 in June 2019. A cohort of 34 across Level 4 and Level 5 started in 2019 and are due to complete in June 2020. A cohort of 15 will complete a Foundation Apprenticeship in Children and Young People in June 2020, with a further 13 who started in 2019 due to finish in June 2021. These pupils will be encouraged to progress to a career in Education through either FE, HE, employment (play worker) or Modern Apprenticeship pathways.

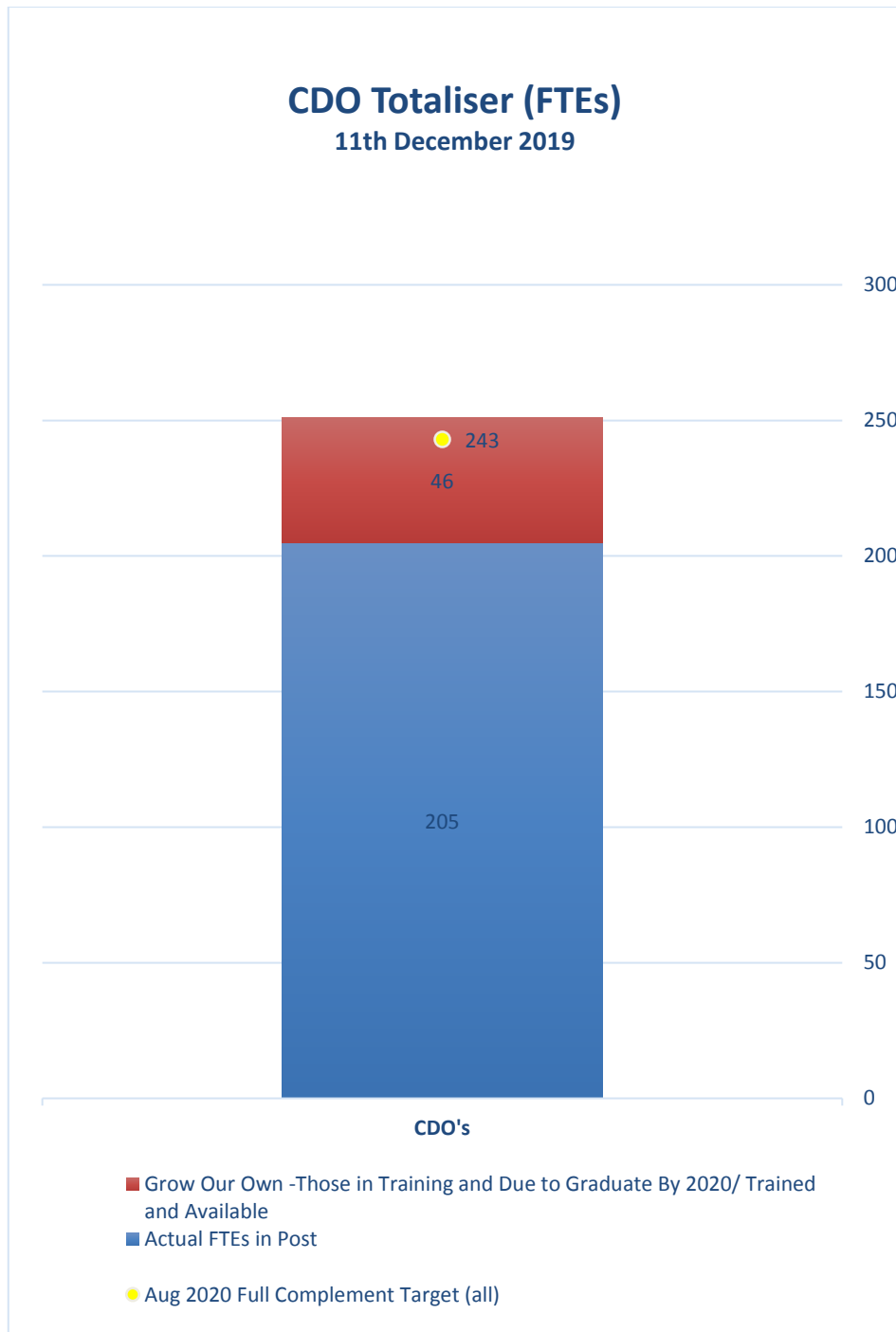
28. Seven young people completed a Modern Apprenticeship in Early Years & Childcare in August 2019, with a further 13 due to complete their apprenticeship by August 2020; a further 6 new Apprentices will start in 2019. The 2018 and 2019 cohorts include three Adult Apprentices, a key strategy to target East Renfrewshire residents considering a change of career.

29. A bid has been made to Skills Development Scotland to fully fund eight additional apprentices, this includes a further four Adult Apprentices from August 2020.

30. As part of the strategy to support residents who are not currently training/employment ready, longer term routes into accessing employment in early years continue, including East Renfrewshire Council's Adult Learning Team in partnership with West College Scotland, delivering SQA National 4 units in Play, Child Development, and Working in Early Education and Childcare in Carlibar Adult Learning Centre and The Foundry. A total of 22 adult residents have achieved 26 units at this level. Positive destinations include 5 learners going on to study early years at a higher level within Further Education institutions, and 1 learner securing an adult Modern Apprenticeship position in August 2019. Options are being explored and discussions are currently taking place with other regional colleges to extend the partnership approach further.

31. The Early Years Development Officer has established relationships with the childminding community. An ongoing series of events has been planned and delivered which is supporting childminders to consider the implications of delivering 1140 hours in this provision or in a blended model in partnership with other ELC providers.

32. The major area of recruitment to facilitate delivery of 1140 by August 2020 is for CDO and Play Worker posts. Recruitment of the 23.04 FTE Play Worker posts is complete, whilst there are currently 205 FTE CDOs in post. A fully-planned phased approach to recruitment has been developed to ensure the full CDO complement of 243 FTE required for August 2020 is in place. The diagram below details our current position.



33. In addition to the Child Development posts, we have plans to recruit a new Head Teacher to lead the new ELC facility in Overlee Park early in the New Year. Any teacher vacancies will be recruited in line with the department's annual teacher recruitment programme. All other posts will be recruited under the leadership of the Head Teacher of each setting.

34. The Scottish Government has made a commitment to a graduate workforce and as such has provided funding to all 32 local authorities to support this. Funding for this commitment has been aligned to areas of social deprivation. East Renfrewshire Council has been allocated one additional graduate as part of the Scottish Government's ELC Additional Graduate Commitment. This additional graduate has been deployed in Carlibar Nursery Class as it serves the concentrated zone of deprivation of Dunterlie, East Arthurlie and Dovecothall in the town of Barrhead.

35. There has been a multi-faceted approach to Career Long Professional Learning (CLPL) for practitioners delivering high quality ELC as part of the Expansion. In addition to the annual conference and online materials which have been developed in-house there have been a range of events and materials provided to further support professional learning.

36. All of our newly-appointed Play Workers who do not currently hold the SSSC registerable qualification are currently being supported to complete the SVQ Level 2 in Play, delivered in partnership with Clyde College in Barrhead High School's vocational facility. The cohort of 10 will complete in June 2020.

37. A commitment to support learning at all levels has led to a cohort of 15 ERC staff and 1 funded provider undertaking their PDA Level 8 in Childhood Practice Qualification, delivered in Barrhead High by Clyde College. In addition 15 middle and senior leaders in our current settings are due to start a Post Graduate Certificate in Pedagogical Leadership in January at the University of West of Scotland.

38. We continue to strive to have a graduate workforce and although many of our BA in Childhood Practice graduates have taken advantage of the growth in early years and moved to promoted and additional graduate posts in neighbouring local authorities, we continue to support those with aspirations of studying at degree level by offering funding support. We are currently supporting 2 practitioners in this way.

39. Seventeen practitioners have completed a qualification with Edinburgh University on Froebelian practice, with a further 24 enrolled for the next session. This qualification provides credits towards Masters level learning.

40. An Expansion Newsletter has been developed for staff in both Council and funded providers to ensure up to date information on the ELC programme is shared with our workforce and partners. A sample of the newsletters can be found as Appendix 1 of this report.

Expansion Plan and Models

41. East Renfrewshire Council early years provision is organised into 4 communities and as such our expansion plans to increase provision from 600 hours to 1140 hours are focused around each of these communities:

- Barrhead/ Neilston / Uplawmoor
- Busby/ Clarkston/ Eaglesham
- Giffnock/ Thornliebank
- Newton Mearns

42. From August 2018 a phasing programme, where children and families have been able to access 1140 hours free early learning and childcare has been available in each community. Arthurlie Family Centre, Busby Nursery Class, Braidbar Nursery Class and Isobel Mair Family Centre (ASN only) have offered 1140 hours to those children who met the criteria agreed at Education Committee in March 2018. 106 families have benefitted from this increased funding.

43. As well as providing some children and families with increased free early learning and childcare, the phasing of 1140 hours has enabled us to test our delivery and staffing models, introduce hot lunch provision enabling us to build on our findings moving forward.

44. East Renfrewshire Council is committed to providing 1140 hours of free early learning and childcare for all our families by 2020; however, as our implementation plan was dependent on Scottish Government funding, only a limited number of children and families were able to access the 1140 hours of free early learning and childcare earlier than August 2020, through the department's phasing programme. Neighbouring local authorities have been able to accelerate their phasing programmes at a greater speed as a consequence of the level of funding they have received.

45. Whilst we are comfortable that we will be able to offer all parents their entitled 1140 hours of early learning and childcare, it should be highlighted that the level of flexibility currently on offer will reduce and the opportunity to purchase wraparound hours unlikely. Parents may also not be given their choice of model, thus potentially reducing the high level of satisfaction that we currently provide to parents across the 4 communities. The department will monitor this closely and report to elected members regularly.

46. As detailed in the committee report approved by elected members in January 2019, the Education Department processes all applications for ELC and allocates each child a nursery place for both their ante pre-school and pre-school years by April of each year.

47. The annual commissioning exercise was carried out in December 2019 to determine which funded providers would receive partnership status to provide early learning and childcare in session 2020/21. All applications were scrutinised alongside the Scottish Government's National Standard for Quality in Early Learning and Childcare. Evidence was gathered from 14 providers. This was one more than previous years.

Funded Providers

48. As detailed in table 1 below, all 14 providers were successful in their application and will offer 1140 hours of funded early learning and childcare in East Renfrewshire from August 2020.

Table 1

Provider	Status	2019/20 Successful (✓) Unsuccessful (x)
Belmont Nursery Class	Independent	✓
Broom Nursery	Voluntary	✓
Clarkston Nursery	Voluntary	✓
Elmwood Nursery	Private	✓
Enchanted Forest Nursery	Private	✓
Greenbank Woodland Play	Private	✓
Happy Days Too (Busby)	Private	✓
Happy Days Too (SF)	Private	✓
Innocence Nursery	Private	✓
Kirkhillgait Nursery	Private	✓
Kirktonholme	Private	✓
Orchardpark Nursery (Thornliebank)	Private	✓
Orchardpark Nursery (Newton Mearns)	Private	✓
Railway Cottage	Private	✓

49. For a second year childminders were invited to work in partnership with the local authority. A scrutiny exercise took place in April 2019 to determine who has met the

criteria to provide funded early learning and childcare in session 2019/20. Evidence was scrutinised from 14 childminders with 11 receiving partnership status. We have received 21 applications to deliver 1140 hours from August 2020. Scrutiny of these applications will be completed by the end of January 2020.

50. The National Standard was published in December 2018. The Standard outlines 10 criteria for providing funded ELC, which will apply to all early years providers. East Renfrewshire's commissioning and scrutiny guidance was updated to reflect this national approach.

51. The Scottish Government and the Care Inspectorate provided guidance on introducing the National Standard from this year, indicating a period of grace for those providers who had previously met the standard but whose gradings had dropped during this period of transition. Local authorities were required to work in partnership under a 'Service Improvement Period'. This applied to 2 of the funded providers we granted partnership status to.

52. The Scottish Government recommended that Expansion Plans submitted in September 2017 outlined a sustainable hourly rate for funded providers. This rate was to reflect the requirement of funded providers to pay the living wage and to ensure that they were still in a financially viable position to operate when 1140 hours is introduced.

53. Elected members approved at Education Committee in May 2019 to pay a rate of £5.31 from August 2020.

54. The Glasgow City Regional Improvement Collaborative (West Partnership), with the commissioned support of IPSOS MORI, provided all funded providers working across the 8 local authorities within the Partnership a chance to provide an up to date reflection of information on the cost of providing ELC. This approach built upon and sought to improve the benchmark methodology provided by the 2016 national survey of Funded Provider costs. The survey response was 47% across the West Partnership area, with the national response rate being 22%. Additionally the survey outcome has been able to account for inflation more accurately, including inflation relating to Scottish Living Wage. The rate indicated by this exercise to enable payment of Scottish Living Wage is around £5.12. This indicates that our agreed rate of £5.31 is future proofed. A copy of IPSOS MORI's report can be found in appendix 2. This information will be used to support future considerations and decision making of hourly rates beyond August 2020, with the intention that in the future a rate is agreed across all 8 local authorities, subject to approval by each Council.

Funding Follows the Child

55. The Scottish Government's Funding Follows the Child Policy is intended to increase parental choice by ensuring that parents can access some or all of their child's entitlement to funded ELC at a certain provider if they meet the aforementioned National Standard. East Renfrewshire Council currently limits the number of places we fund with our funded providers to 350 places each year. The introduction of this policy will remove such "caps" as there is an expectation that parental requests for funding will be automatically approved regardless of location of the provider.

56. Funding Follows the Child, does not, however, mean unfettered choice for parents. It also recognises local authorities' duties to meet Best Value. Therefore clear admission policies and processes for Funding Follows the Child, in particular cross-boundary requests are required.

57. The West Partnership, with the support of some of the funded providers from across the region met and agreed good practice guidance, to support all when

implementing Funding Follows the Child. This good practice guidance will be referred to when updating the West Partnership's Cross Boundary Protocol and East Renfrewshire's Admission Policy, both of which will be presented at a future Education Committee.

Infrastructure

58. Members will recall that investment of circa £25 million is planned across the Council to meet the expansion of early learning and childcare provision to deliver 1140 hours per year from August 2020. The Scottish Government has awarded a total of £12.27 million to take forward this investment package.

59. In August 2019 two new nursery classes opened funded by the Council to help address population growth: St Cadoc's Primary School Nursery Class and Maidenhill Primary School Nursery Class. Both facilities provide excellent environments to support learning through play and feedback has been positive; as has the extended nursery class at Braidbar Primary School which was finished last school session with adaptations to the outdoor space providing an improved setting with all year round access and inviting learning experiences.

60. The main phase of East Renfrewshire's early years expansion is well advanced to deliver 6 new build/extended facilities for August 2020. This comprises a new family centre within the grounds of Eastwood Park to replace the existing Glenwood Family Centre building; two new build larger replacements for Busby and Eaglesham Primary School Nursery Classes; two new build family centres on the sites of Crookfur and Overlee pavilions, which also include new community and sports changing spaces for local residents; and a new extension at Cross Arthurlie Primary School to establish a nursery class.

61. The contractor for 5 of these 6 projects was appointed under a Design and Build contract as a single tender package with five separate contracts given commonalities in the builds and designs. The Council worked in partnership with an external design team to develop the detailed designs. All works commenced on site over summer 2019 and are well advanced to deliver for August 2020. Each of the ELC facilities is beginning to take shape and were made wind and water tight at the end of December 2019.

62. The Council designed and procured via a separate single contract the extension for the nursery at Cross Arthurlie Primary. This project commenced on site in September 2019 is also on track for opening in August 2020.

63. The small extension at Carolside Primary School Nursery Class is at tender evaluation stage with works due to start on site early in 2020 and completion for August 2020.

64. In addition to the new and extended facilities above, there is a programme of minor works at existing ELC centres to facilitate the provision of meals to children during their session. These are being taken forward later in 2020 in readiness for August 2020.

65. In expanding our early year's provision through new and extended centres we will provide around an additional 650 places for 3 and 4 year olds for 1140 hours by 2020 and meet the needs of our increasing population. We will also increase provision for 2 year olds and commission more places from partner providers including childminders over this period.

FINANCE AND EFFICIENCY IMPLICATIONS

66. The Scottish Government and COSLA Leaders reached agreement on multi-year revenue and capital allocations. East Renfrewshire was awarded a total of £12,270,000 for capital over the period 2017/18 to 2020/21. Annual recurring revenue funding of £6,862,000 from 2021/22 was also notified as well as annual allocations covering the period 2018/19 - 2020/21 to support the phased introduction of 1140 hours of early learning and childcare in some centres and the development/expansion of the workforce. This falls short of our financial template, which identified £7,916,954 as the revenue costs for full implementation of the agreed models of delivery.

67. Elected members will recall that the Scottish Government has committed to an annual review of its revenue funding allocations to local authorities. It has been suggested this annual review will take place after full delivery of 1140 hours. Given the current shortfall in revenue funding allocated to East Renfrewshire to take forward our preferred delivery model we continue to lobby for this review to reflect GAE allocations and the higher population numbers in East Renfrewshire.

68. Additional staff will be required beyond 2020 to meet the needs of the expanded estate, which helps address population growth whilst also continuing to operate the preferred delivery model. This will be highlighted as a cost pressure at the appropriate time through the Council's normal revenue budget process.

69. It is anticipated that the increased provision of 1140 hours in some of our establishments will impact on availability of wraparound provision; consequently wraparound income for the Department is likely to be reduced. This will continue to be monitored closely.

70. As noted in paragraph 66 capital allocations supported by Scottish Government funding will enable the authority to meet the demand for places for 2020, taking into account the increase in number of funded provider places.

71. As noted in paragraphs 55 to 57 there is an expectation that East Renfrewshire Council will implement the Scottish Government's Funding Follows the Child Policy. Implementation of this policy adds to existing budget pressures. The introduction of a clear timeline for parents to apply for Funding Follows the Child as part of Admission and Cross Boundary Policies will allow the department to manage its budget effectively and reduce the likelihood of overspending.

CONCLUSION

72. At the heart of East Renfrewshire ELC expansion activity is quality, which has been recognised locally and nationally. Our expansion plan is founded on the key national principles of quality, flexibility, accessibility and affordability.

73. Very good progress has been made to advance the Council's ELC expansion programme across its four work streams: Quality; Workforce; Expansion Plan and Models; Infrastructure.

74. Elected members will recall the report discussed at Education Committee in June 2018 which detailed feasible options to help meet the impact of reduced revenue where there are differences. These options are still under consideration as we await further information regarding the allocation of funding for 1140 hours beyond August 2020.

RECOMMENDATION

75. It is recommended that Education Committee notes the progress regarding East Renfrewshire's expansion planning for 1140 hours of funded early learning and childcare for August 2020;

Mhairi Shaw
Director of Education
January 2020

Convener Contact Details

Councillor Paul O'Kane, Convener for Education and Equalities

Tel: Mobile 07718 697115

Local Government Access to information Act 1985

Report Authors

Janice Collins, Head of Education Services (Equality and Equity)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Fiona Morrison, Head of Education Services (Provision and Resources)
Tel: 0141 577 3229
Fiona.Morrison@eastrenfrewshire.gov.uk

Appendices

1. Newsletters
2. Ipsos Mori Summary Results 2019

Background Papers:

1. [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017 – 2018 Action Plan. \(March 2017\)](#)
2. East Renfrewshire Education Department, Early Learning and Childcare Expansion Plan, Education Committee, 28 September 2017
3. East Renfrewshire Education Department, Towards 1140 hours of ELC Provision, Education Committee, 29 March 2018
4. East Renfrewshire Education Department, Report on the Progress of Expansion of Early Learning and Childcare, Education Committee, 14 June 2018
5. East Renfrewshire Education Department, Allocation of 1140 hours of Early Learning and Childcare, January 2019
6. East Renfrewshire Education Department, Report on the Progress of Expansion of Early Learning and Childcare, Education Committee, 9 May 2019.

Early Learning and Childcare expansion

Newsletter – Issue 1

The Council's ambitious expansion of Early Learning and Childcare (ELC) is well under way and this update provides details of the progress made so far.

Local authorities currently provide 600 free hours a year for all three and four-year-olds and eligible two-year-olds. As part of changes being introduced by the Scottish Government, this will increase to 1,140 hours by August 2020, which is in effect a rise to 30 hours per week, matching the amount of time children spend each week in primary school.

A phased introduction of the increased provision is already being rolled out, in preparation for meeting the new target by the 2020 deadline. Once fully implemented, the increased provision

will provide 400 additional places for East Renfrewshire residents by 2020 and will also allow the Council to offer more flexibility to parents. All of the work being carried out is underpinned by the key principles of quality, flexibility, accessibility and affordability. To drive this area of work forward an ELC Expansion Board is in place to deliver on four areas of work:

- **Quality**
- **Workforce**
- **Delivery models**
- **Provision and resources (Infrastructure)**

Quality

A wide range of areas are being focussed on within the Quality workstream, as we aim to ensure that all children receive the high standards of ELC that we expect, following the full roll-out of the increased level of provision.

Mealtimes

From August 2020, the Council will be delivering 13,370 meals to our nursery children every week, and will ensure that mealtimes remain a quality experience for all. A working group, made up of local authority and funded provider nursery staff, are in the process of creating key principles for quality mealtimes using Health and Social Care Standards and other key documentation. These principles will be the foundation for any nursery setting, no matter its size or layout. As food provision is rolled out, a training tool will be developed to ensure consistency for all children during mealtimes.



Online professional learning materials (Sway)

To support quality of practice, the Council's 0-6 Pedagogy Group continues to develop the East Renfrewshire Sway pages, which are accessible to both Council and funded provider staff.

Themes available include Enabling Environments – Indoors and Outdoors; Observations, Planning and Assessment; the Role of the Adult; Theory; and Planning. Following feedback from the staff survey at the start of the year, the group is currently working on development of sections covering Outdoor Learning; The Rhythm of the Day; Additional Support Needs (ASN); and Child Development. Access to the pages is through your GLOW account and can be [found here](#). If you have any ideas on other topics you would like to see covered, please email your suggestions to Gillian Bland.

gillian.bland@eastrenfrewshire.gov.uk

Tracking tool

To help look at our children's progress, both as they get older and between settings, a digital tracking tool has been developed. Following a successful pilot, it is currently being used to track maths and numeracy in 37% of the Council's ELC establishments. One of the Council's funded providers, Happy Days Too, is currently trialling the system and will feedback from a funded provider perspective. The next module to go live will be literacy, and the Early Years team may have already been in touch with you about being part of this exciting and innovative development. Health and wellbeing will be available from August 2019 enabling children's progress to be tracked across these key areas. The team are now working with IT colleagues to ensure that all funded providers will be able to access this tool from August 2020.

Early Years Conference

Due to popular demand, the Council will be hosting another Early Years conference, this time in collaboration with our West Partnership colleagues. The conference will be held at Hampden Park on Saturday 16 November and this year's theme will be creativity. Look out for workshop and booking details later this year.



To deliver the required increased provision a significant amount of new roles will be created. Child development officers, head teachers, depute heads of centre, senior child development officers, teaching staff, quality improvement staff, facilities management and business support roles will all be required, with more than 280 jobs required to be filled. A number of approaches are being taken to meet this challenge.



Modern Apprentices

As part of our drive towards the delivering the increased workforce required due to the expansion plans, the Council currently has 21 individuals undertaking their Modern Apprenticeship in Children and Young People, including three adult apprentices – a first for the Education Department. One of these is 31-year old Ross McIntosh, who is based at Crookfur Nursery in Newton Mearns, and after a varied career including as a betting shop manager and security guard, he now believes he has found “the perfect job”. Read more about Ross's story [online](#). Alongside another three young people, the Council will be looking to recruit a further three adult apprentices this year, and these jobs will be released in April on the myjobscotland website: www.myjobscotland.gov.uk/councils/east-renfrewshire-council/jobs

Vocational

The Council's Vocational Programme allows Senior Phase pupils from all seven secondary schools across East Renfrewshire the opportunity to study a broad range of childcare courses from SCQF Level 4 to SCQF Level 6, in partnership with Glasgow Clyde College and West College Scotland. These qualifications are SQA accredited and provide real-life experience, which is crucial when moving into the world of work. As the Early Years expansion is rolled out, as an alternative to studying for an HNC at college, there will be opportunities for our young people to go on to a Modern Apprenticeship in either Childcare, or Early Years Care and Education, leading to a Scottish Vocational Qualification (SVQ) Level 3 in Social Services: Children and Young People.

Early Years Ambassadors

An Ambassadors Programme was introduced in all seven secondary schools in autumn 2018, with the aim of promoting careers in ELC. This has resulted in an increase from 36 to over 100 pupils expressing an interest in this career choice over this short period of time. The Ambassadors are staff from the Council's early years establishments, who have all progressed through various career pathways and can share these experiences with pupils. The Ambassadors attend careers fayres, meet with groups of interested young people and were invited by the Scottish Government to share this practice with other local authorities.

Graduate workforce

The Scottish Government has made a commitment to having a graduate workforce in Early Years and has provided additional funding to support this ambition. One graduate was employed in Carlibar Nursery Class through this funding. After receiving further funding to support this area of work, which had to be spent by March 2019, a teacher has worked with all 13 funded providers from January to March 2019.

A one year subscription to high quality online resources has also been purchased through this funding. Arthurlie Family Centre and Enchanted Forest Nursery piloted these resources before recommending to all. Other investment in this area includes funding for staff who are working towards a graduate qualification.



HNC opportunities provided

One of the key projects in delivering the required Child Development Officer workforce is our staff and funded provider HNC Childhood Practice programme, which has been running since April 2017 in partnership with West College Scotland. Since starting a total of 55 students have taken part in the programme, and have come from backgrounds including Pupil Support Assistants, Business Support, Catering, Cleaning and Wrap staff. The first class returned 19 successful graduates, with 14 (and counting) already having gone on to secure jobs with the Council. Our second cohort, which is still ongoing, opened up places to our funded providers, and this is an offer which will continue. Whilst the first two cohorts took the form of one college and two placement days each week, the third cohort is being delivered in a twilight format over a longer period of time to extend the opportunity to staff for whom this is a better option for their work or home patterns.

Details of the fourth staff and funded provider cohort are currently being planned, with the aim of it starting in August this year. So keep your eyes open for the application form which will be available through your line manager if you are a Council member of staff, or via the Education team if you are one of our funded providers.

Delivery Models

As part of the preparations for delivering increased provision, the way in which funded places are allocated has had to change. New models have been introduced, with parents being offered a wider variety. Sessions are now available to match the school day, there is the ability to attend longer sessions if required, and provision can be stretched throughout the year, rather than just term time. In addition, a blended approach can also be taken, with parents able to utilise their funding with private nurseries and childminders, which are funded providers with the Council. Much work has been undertaken to prepare for these changes.

Consultation with funded provider nurseries

All managers in our funded provider nurseries were recently invited to take part in a survey asking how well they feel supported by the Council. Overall the response was very positive, with most respondents 'very satisfied' or 'highly satisfied' with the support received.

When considering areas which could be improved, 54% said the support of a nursery teacher would be helpful and it was also felt that the commissioning process could be improved with a suggestion that it was not carried out every year.

Following this feedback, the Council will review the commissioning process and it will be aligned with the new National Standard in 2020, with the inception of 1,140 hours of ELC.

Childminders

In December 2018 we held an information session for all registered East Renfrewshire childminders outlining a partnership approach to delivering ELC. Over 50 childminders attended and benefitted from a detailed question and answer session.

A follow-up session took place in February, with 58 childminders coming along to find out more about working as a funded provider with the Council. In consultation with the Scottish Childminding Association (SCMA) we have planned a training programme that will support childminders as we move towards 1140 hours implementation. We are excited about this new venture and look forward to parents benefitting from this addition to the East Renfrewshire ELC offer.

Business advice for funded providers

Work EastRen, the Council's employability service, provided a session to funded providers, which included how they could support nurseries with a Modern Apprentice as well as support with recruitment, advertising and financial assistance towards staff salaries if living in East Renfrewshire. Due to the success of this session another event will be hosted in the near future.

National Standard

The National Standard was published in December 2018. The Standard outlines 10 criteria for providing funded ELC, which will apply to all early years providers.



Realising Change Fund

A grant of £114,320 has been provided through the Scottish Government's Realising Change Fund to ensure the smooth transition of the introduction of the extended hours. This investment will be used to support parents' understanding of the changes and to help them to make informed decisions. Much of this funding will be used to

work in partnership with funded providers to design and deliver bespoke parental awareness raising roadshows, outlining the benefits of all types of provision, and informing parents about the changes to ELC funding. A high quality training programme has also been purchased, with SCMA, to provide the delivery of a series of training sessions with our newly commissioned childminders.

Provision and Resources (Infrastructure)

To support the delivery of the Council's expansion plan a number of significant capital projects are being progressed to ensure quality facilities are in place to provide first-class learning environments.

As part of the new £15m Maidenhill Primary, which will open in August 2019, a 120 place nursery class is being created.

In addition to the new nursery class at Maidenhill, the Council is also investing £24m to create five other new build nurseries, with work set to get under way in the coming months.

This includes building a family centre within Overlee Park, with a new sports changing pavilion attached; another in Newton Mearns which will also replace the outdated Crookfur Pavilion; a replacement for Glenwood Family Centre on an adjacent site; and two new facilities within the grounds of Busby and Eaglesham primaries.

Extensions and refurbishments are also being carried out at St Cadoc's Primary, Carolside Primary, Cross Arthurlie Primary and Hazeldene Family Centre, and an extension to Braidbar Nursery Class has just been completed.

A meeting has already been held with St Cadoc's Parent Council to discuss the plans, which was well attended. In addition, plans for the new builds are progressing well, with detailed walk throughs at each site now completed to consider security, pedestrian and vehicular access, play space and parking.



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Early Learning and Childcare expansion



Newsletter – Issue 2

The Council's ambitious expansion of Early Learning and Childcare (ELC) is well under way and this update provides details of the progress made so far.

Local authorities currently provide 600 free hours a year for all three and four-year-olds and eligible two-year-olds. As part of changes being introduced by the Scottish Government, this will increase to 1,140 hours by August 2020, which is in effect a rise to 30 hours per week, matching the amount of time children spend each week in primary school.

A phased introduction of the increased provision is already being rolled out, in preparation for meeting the new target by the 2020 deadline. Once fully implemented, the increased provision will provide around 650 additional places for three and four-year-olds in East Renfrewshire

by 2020 and will also allow the Council to offer more flexibility to parents. We will also increase provision for two-year-olds and increase the number of places available through funded providers over this period.

All of the work being carried out is underpinned by the key principles of quality, flexibility, accessibility and affordability. To drive this area of work forward an ELC Expansion Board is in place to deliver on four areas of work:

- **Quality**
- **Workforce**
- **Delivery models**
- **Provision and resources (Infrastructure)**

Quality

A wide range of areas are being focussed on within the Quality workstream, as we aim to ensure that all children receive the high standards of ELC that we expect, following the full roll-out of the increased level of provision.

Professional learning

A cornerstone of ensuring high quality early learning and childcare is high quality professional learning for staff. In addition to our own suite of online learning resources through Sways, and the purchase of Adventures with Alice, we will be running a range of career-long professional learning (CLPL) for all our practitioners in local authority settings and funded providers.

Alice Sharpe will launch her Adventures with Alice on Monday 26 August, this will be added to the CPD site for booking. In addition, we are delighted that Alasdair Bryce Clegg will join us on

Thursday 28 November for an afternoon session at the Busby Hotel when he will share his thoughts regarding continuous provision. The professional reading books, which were supplied to all Early Learning and Childcare settings, include titles from Alasdair Bryce Clegg, Pete Moorhouse and Trisha Lee. In addition, the Reggio approach and Bernadette Duffy's book on creativity will also be useful reading for themes connecting to these events. All events will be added to the CPD site and bookings should be made in the usual way.

Early Years Conference

Our third annual conference will be on Saturday 16 November at Hampden Stadium. The theme this year is 'creativity and innovation in the early years'. Keynote speaker Marion Burns will set the scene; Claire Warden, Pete Moorhouse, Deirdre Grogan and artists from Starcatchers will deliver breakout seminars and the day will close with Trisha Lee sharing Helicopter Stories with the audience.

To deliver the required increased provision a significant amount of new roles will be created. Child development officers, head teachers, depute heads of centre, senior child development officers, teaching staff, quality improvement staff, facilities management and business support roles will all be required, with more than 280 jobs required to be filled. A number of approaches are being taken to meet this challenge.

Vocational

The Council's Vocational Programme for Senior Phase pupils is currently recruiting for next term and covers:

- Early Education and Childcare – SCQF Level 4
- Social Care Early Education and Childcare – SCQF Level 5
- Social Services and Healthcare Foundation Apprenticeship – SCQF Level 6
- Social Services Children and Young People Foundation Apprenticeship – SCQF Level 6

As part of this, the vocational team is excited to offer a new option for 2019/20, as for the first time in East Renfrewshire students will have the choice of studying for a Foundation Apprenticeship in Social Services, Children and Young People in the condensed period of one year, rather than two. This qualification allows registration as a Support Worker with the SSSC and students have the option of applying for a job as a Playworker, or continuing their studies.

The team's focus is on progression and with the help of our Early Years Ambassadors we are confident that our young people are aware of the opportunities available to them.

We have been overwhelmed with the response to the Early Years and Childcare MA advert that went out in April, and interviews will take place at the end of May 2019.



Phase
two

Tracking tool

The Early Learning and Childcare working group launched phase two of the Early Learning and Childcare Tracking Tool in April 2019.

The latest update added a further curricular area, Communication, to Curiosity, Inquiry and Creativity. Feedback from centres throughout the piloting and implementation phase has been very positive. Staff have welcomed the user-friendly interface and are progressively integrating its use into their practice. The final phase of the tracking tool will be implemented in August 2019, when Wellbeing will also become available in all establishments.

We are currently working in partnership with our IT department to make the tracking tool accessible to all private providers as part of our expansion plan for 2020. With the pilot of the tracking tool well under way in a number of local authority establishments, Happy Days Too Nursery, in Busby, has been trialling this with staff, who have found the tool easy to use and effective.

Lorraine Jack, Manager at Happy Days, has reported that using this tracking format has strengthened their current systems and is already having a positive impact on recording learning and planning next steps for individual children. Through professional dialogue, staff have also seen a positive impact on planning experiences for children and promoting outcomes across the playroom. The team look forward to embedding this in to their practice and the roll out of the full programme.



Playworkers

Our new Playworker post will provide vital support to our children and the wider staff team as we transition to 1140 hours. To support our workforce in gaining the required SSSC Support Worker qualification, we will be embarking on an exciting partnership with Clyde College to deliver a staff SVQ2 in Playwork from September.

The course has been specifically designed with our workforce in mind, with a mixture of on-the-job practical experience, and classroom-based learning delivered from our state-of-the-art vocational facilities at Barrhead High, ensuring we continue to deliver the highest quality to our youngest children.

PDA8 Opportunity

We have developed a new partnership with Glasgow Kelvin College to deliver a Professional Development Award (PDA) Level 8 qualification. As we will be advertising a range of posts within existing and new settings over the next year, it will be important not only to attract newly qualified CDOs to apply for these jobs, but also more experienced staff. Those considering such a move might wish to enhance their CV by undertaking a qualification like this.

We will be offering this opportunity for people who are currently employed as Senior Child Development Officers and Child Development Officers, or equivalent in Partnership Providers. The Professional Development Award (PDA) Level 8 qualification will be delivered by Glasgow Kelvin College, at our vocational suite in Barrhead High School, on a twilight basis from 5-8pm each Thursday, starting in August 2019.

This qualification supports progression for those wishing to develop their career and it allows direct entry into year two of the BA degree course. Senior Child Development Officers who do not yet have a degree may be interested in the PDA8 as a 'stepping stone' to further academic study. Equally, CDOs who wish to take the first step in pursuing further education beyond their existing Level 7 qualification may be interested in this course. The PDA Level 8 holds 80 credits and participants will be expected to apply for SAAS funding to contribute towards the cost, the remainder of which will be paid by the Council.



Nov
2019

Early Years Teachers

A team of nursery teachers are working together to develop a CLPL session for our NQT programme to highlight the joys of working in early years with our newly qualified teachers.

The first session will run in November 2019. As we open our new nursery classes at Maidenhill, St Cadoc's and Cross Arthurlie and our new family centre at Overlee we will need more nursery teachers. The expansion also presents an opportunity for more Principal Teachers in early years, as the capacity of Eaglesham Nursery Class and Glenwood Family Centre will grow with their new buildings.

Early Years Ambassadors

The team of ELC Ambassadors, working with designated staff appointed by the Scottish Government, enjoyed a very successful roadshow at Williamwood High School which showcased careers in ELC. Sixty two young people from across all seven high schools attended and heard an informative talk from the team about the skills and characteristics needed and about qualification pathways.

Pupils then had an opportunity to speak first hand to the Ambassadors about what the job entails and had some fun trying out some of the resources and games available. Feedback from all has been very positive and all pupils have signed up to visit a local nursery to get a first-hand experience of being in a nursery.

Delivery Models

As part of the preparations for delivering increased provision, the way in which funded places are allocated has had to change. New models have been introduced, with parents being offered a wider variety. Sessions are now available to match the school day, there is the ability to attend longer sessions if required, and provision can be stretched throughout the year, rather than just term time. In addition, a blended approach can also be taken, with parents able to utilise their funding with private nurseries and childminders, which are funded providers with the Council. Much work has been undertaken to prepare for these changes.

Childminders

We now have 11 childminders who have been successful in their application to work in partnership with the Council to deliver early learning and childcare. This is an exciting, new venture and parents will be offered more choice of settings, meeting the 'funding follows the child' expectations of the Scottish Government. A package of support and training is now being planned for childminders.

Funding Follows the Child

A Funding Follows the Child (FFtC) working group has recently been established and has representation from council staff, managers from our funded providers and a local childminder. The first task the group will undertake is to plan an Open Day event where parents and carers can come along and find out more the range of options, models and patterns of attendance available as we move towards the entitlement of 1140 hours in August 2020.

All staff will be available to talk about the options that may best suit children and families. The Council will also support funded provider nurseries as they plan their own open day events for parents/carers. This positive partnership working will help ensure families have the relevant information to make informed choices for their children.

Allocations and admissions update



This year we introduced a new way of allocating nursery places, using an admissions panel. Education department staff and head teachers from each setting worked together to try and match children's applications into available spaces in each setting.

This included the new Maidenhill and St Cadoc's nursery classes which will open in August. Most families got either their first choice of setting or their first choice of provision. The new models for 2020 were allocated successfully, although demand for core places in nursery classes was high. This will be kept under review as we move forward.



Provision and Resources (Infrastructure)

To support the delivery of the Council's expansion plan a number of significant capital projects are being progressed to ensure quality facilities are in place to provide first-class learning environments.

As well as the excitement of our new nurseries at Maidenhill and St Cadoc's opening in August this year, things continue to move apace with our capital works. We have now awarded the building contract for our two new build family centres at the sites of Crookfur and Overlee pavilions, as well as our new build larger replacements for Busby,

Eaglesham and Glenwood. It is anticipated that all five builds will be on site this summer.

Planning permission has also been awarded for Cross Arthurlie nursery class extension and we are awaiting the outcome for our Carolside extension.



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Early Learning and Childcare expansion



Newsletter – Issue 2

The Council's ambitious expansion of Early Learning and Childcare (ELC) is well under way and this update provides details of the progress made so far.

Local authorities currently provide 600 free hours a year for all three and four-year-olds and eligible two-year-olds. As part of changes being introduced by the Scottish Government, this will increase to 1,140 hours by August 2020, which is in effect a rise to 30 hours per week, matching the amount of time children spend each week in primary school.

Once fully implemented, the increased provision will provide around 650 additional places for three and four-year-olds in East Renfrewshire's nurseries by 2020 and will also allow the Council to offer more flexibility to parents. We will also increase provision for two-year-olds and increase the number of places available through funded providers over this period. Additional provision will also be available with our funded providers, which includes private nurseries and childminders.

All of the work being carried out is underpinned by the key principles of quality, flexibility, accessibility and affordability. To drive this area of work forward an ELC Expansion Board is in place to deliver on four areas of work:

- **Quality**
- **Workforce**
- **Delivery models**
- **Provision and resources (Infrastructure)**

Quality

A wide range of areas are being focussed on within the Quality workstream, as we aim to ensure that all children receive the high standards of ELC that we expect, following the full roll-out of the increased level of provision.

Career-long professional learning (CLPL)

This session we have put a range of opportunities in place to ensure that all staff are supported to deliver high quality ELC to our children.



Alice Sharp, from Experiential Play, joined us in August to launch her 'Adventures with Alice' programme. This online resource has been purchased for all local authority and partnership providers. The one-year programme covers six key areas of learning; Curiosity, Connections and Relationships, Language, Thinking, Creativity and Wellbeing. As well as the online resources a range of posters and magazines are available to support each topic.

Staff can work through the programme individually, or in teams, at a time that suits them. Initial feedback has been positive and we look forward to seeing how our practitioners use the materials to stimulate professional dialogue, learn together, and enhance quality for children.

Our partnership with Alice Sharp has extended further to provide six sessions of CLPL throughout the year for nominated staff in each local authority setting.



Early Years Conference

The next event in our exciting CLPL calendar is the annual conference at Hampden on Saturday 16 November. The theme this year is exploring creativity and imagination in the early years. Marion Burns, from Education Scotland, joins us as keynote speaker.

Seminars will be presented by educational consultant Claire Warden, Deirdre Grogan from Strathclyde University, and artists from Scotland's National Arts and Early Years Organisation Starcatchers. Kate Hookham from training consultancy Mindstretchers, who believe in utilising natural learning resources where possible, will deliver seminars on Woodwork. Finally, Trisha Lee, founder of Make Believe Arts, will round off the afternoon with a session on Helicopter Stories.

Our final CLPL event of the autumn is on Thursday 28 November, when we will be joined by Alasdair Bryce Clegg at the Busby Hotel as he explores the notion of continuous provision in early years settings.



Date for the diary

Workforce

To deliver the required increased provision a significant amount of new roles will be created. Child development officers, head teachers, depute heads of centre, senior child development officers, teaching staff, facilities management and business support roles will all be needed, with more than 280 jobs required to be filled. A number of approaches are being taken to meet this challenge.

Recruitment

There has been a hive of recruitment activity happening over the last couple of months, with 83 Child Development Officers (CDOs), and 58 Playworkers being appointed since June. All of our Playworkers, and 34 of these CDO posts have been created as a result of the new job opportunities the expansion brings. It will be a busy time as this rapid pace of recruitment is set to continue over the next year. We would like to welcome all new staff to East Renfrewshire Council at this exciting time in early years.



HNC cohorts

Congratulations to our second HNC Childhood Practice cohort who graduated in September. Over 60% of this cohort have already secured jobs with East Renfrewshire Council as a Child Development Officer.

Our 4th HNC Cohort started in August, again delivered in partnership with West College Scotland. This time we have seen staff from services including libraries and payroll take up the opportunity. This cohort takes place as our Twilight HNC cohort go into their second and final year, with a June 2020 finish date.

Delivery Models

As part of the preparations for delivering increased provision, the way in which funded places are allocated has had to change. New models have been introduced, with parents being offered a wider variety. Sessions are now available to match the school day, there is the ability to attend longer sessions if required, and provision can be stretched throughout the year, rather than just term time. In addition, a blended approach can also be taken, with parents able to utilise their funding with private nurseries and childminders, which are funded providers with the Council.

1140 expansion trial parental feedback

As the new extended hours have been trialled within each of our neighbourhoods for a full year, we asked parents who used the service what impact 1140 hours of ELC had on their family.

The biggest positive reported by parents is that they feel that extended hours has supported their child to grow in confidence. Wider friendship groups have been formed through the full day sessions the expansion now offers, and by spending time with a wider range of staff. This has translated into improved language and social skills, and the familiar routine of longer hours allowing a smoother transition into P1.

Parents were particularly positive around the free food provision which comes with the expansion. Families told us that their children enjoyed the range of food on offer, which has led to them being more confident to try new types and textures of food at home. The experience of sharing a meal together with their peers also provides a context for new language and social opportunities, which children were excited to tell their families about.

The impact of receiving 1140 hours of ELC has not only been positive for our children, parents also told us that the extended hours allowed them to spend more quality time with younger siblings, as well as enabling some to return to work and study. Parents have reported feeling better supported, and even those who were initially unsure about taking the longer sessions have reported that they have felt reassured through the 'Stay and Play' sessions offered by the nursery which allowed them to feel closely involved in their child's learning. Parents of children with additional support needs felt that it had been easier for their child to benefit from specialist support staff throughout the day, whilst still affording the children plenty of time to play.

Other areas of progress include:

- The commissioning process for partnership providers and childminders is being simplified in line with the national standard and will be complete by December.
- The ELC sections of the East Renfrewshire Council website have been updated and simplified, ensuring a provider neutral approach eastrenfrewshire.gov.uk/earlylearningandchildcare
- A new application pack and form have been prepared and will become live in October. Feedback from parents and partner providers helped us to redesign this form to try and make it more user-friendly and provider neutral.
- Parent Pay has been used to sell any additional hours of early learning and childcare which may be available in local authority settings, including holiday provision. This step paves the way for a simplified process once children are in receipt of 1140 hours and demand for extra hours will be reduced.



ELC Open Day

Over 140 parents attended a successful Open Day on Saturday 7 September in Carlibar Primary School to learn more about the ELC options available as we move towards 1140 hours, and to find out more about what partnership with our funded providers entails.

Parents had the opportunity to speak to staff from our partnership nurseries and to find out more about how they plan and deliver a quality service for children and families and how this is based on local and national policies, for example Curriculum for Excellence. Staff were able to discuss the joint practices with local authority nurseries and about the valuable networking that takes place as we work collaboratively to promote best outcomes for children.

Experienced childminders were also on hand and spoke to parents and carers about the option of a childminding setting and the benefits to children in a home environment with a small number of children. Parents were able to discuss a blended model with a nursery setting and a childminder and what the benefits are to a child enjoying both experiences. This gave parents more of an insight in to what childminders have to offer.

Nursery staff from East Renfrewshire Council were able to talk more about the models that are available across nursery classes and family centres.

Provision and Resources (Infrastructure)

To support the delivery of the Council's expansion plan a number of significant capital projects are being progressed to ensure quality facilities are in place to provide first-class learning environments.

With the successful opening of the new nursery classes at Maidenhill Primary and St Cadoc's Primary we are moving forward with our plans to meet the requirements of 1,140 hours by August 2020. These new nurseries provide 120 and 60 childcare places respectively.

Work on five new nurseries began over the summer following the appointment of Heron Bros Ltd as building contractor. This started with the demolition of Crookfur Pavilion on Ayr Road to make way for a new 120 place family centre and community and sports space serving local residents. This was followed by work starting on site at Eaglesham and Busby primary schools. A new 180 place family centre to replace Glenwood Family

Centre also got under way on an adjacent site to the current building. Work also began on ground next to Overlee Pavilion for a 120 place family centre. All works are due to be complete by August 2020.

The building contract for a new nursery at Cross Arthurlie Primary was awarded in August and works started on site at the beginning of September. This will provide a new facility with 60 spaces for our youngest learners.

Carolside Primary School was recently granted planning permission for an extension to its nursery, so that lunch provision can be provided. Tenders are due to be submitted with works scheduled to start on site in the New Year.



West Partnership Childcare Costs Outcome of Survey



October 2019

As part of the 1140 expansion programme, the Scottish Government has asked Local Authorities to take responsibility for developing their own approach to setting payment rates for Funded Providers for statutory provision of 1140 hours of Early Learning & Childcare.

The West Partnership Regional Improvement Collaborative¹ committed to a collaborative approach to jointly validate each authority's rate setting approach - whilst providing benchmark data which may inform future rates.

The approach adopted was a comprehensive survey of Funded Provider costs. The approach focused on a number of benefits including:

- Establishing a co-operative approach, working together with Funded Providers helping to further develop positive relationships;
- Accessing actual, current, market data - specifically cost data from Funded Providers;
- Providing a West Partnership benchmark to understand Funded Provider sustainability;
- The value of working with an independent, impartial third party;
- Gaining feedback from survey participants on the means to shape and build upon the approach in future years.

The survey of costs approach was chosen from a number of alternatives suggested by Scotland Excel and was chosen as the most transparent and collaborative method available. The approach adopted is in line with Scotland Excel's 2019 published transitions guidance. The approach selected also built upon and sought to improve the benchmark methodology provided by the 2016 national survey of Funded Provider costs. The West Partnership survey, for example, improved upon the national response rate of 22%. It should be noted that the survey of costs is only one tool to support rate setting and does not in itself, necessarily generate a final rate payable.

The survey response was 47% across the West Partnership area. This is an extremely good response rate which makes the survey output more accurate and directly relevant to the West Partnership local authority demography. The data returned by the survey was generally of a high standard, provided in a timely way and collated by an expert third party. As such, the survey data has been independently and externally quality assured. Additionally the survey outcome has been able to account for inflation more accurately, including inflation relating to Scottish Living wage.

¹ The West Partnership is made up of 8 local authorities – East Renfrewshire ; Renfrewshire ; East Dunbartonshire ; West Dunbartonshire ; South Lanarkshire ; North Lanarkshire ; Inverclyde ; Glasgow

The rate indicated by this exercise to enable payment of Scottish Living Wage is around £5.12. This rate covers services for 0 to 5 year olds and provides a sustainable baseline for the local authorities involved to build upon. It includes a forecast to enable payment of the Scottish Living Wage following its increase in the months immediately following August 2020. The Scottish Living Wage estimate used is £9.55 as at October/November 2019.

Based on the assumption that Scottish Living Wage does not exceed £9.55, the West Partnership considers the rate, at or around £5.12, to be a sustainable rate to enable payment of the Scottish Living Wage to at least August 2020. It is important to note that the West Partnership anticipates no plans to alter any previously published rate within any specific local authority as a result of this exercise. Where published rates for August 2020 are in excess of £5.12, this will not change and allows for positive quality investment in Funded Providers as well as helping to manage risk and pressures during transition and delivery of the expanded provision.

Having collectively validated a survey of costs approach as an element of rate setting, the West Partnership will seek areas where they might continue to co-operate. It remains for each individual Council to consider how best to use the survey outcome within its own context.

The West Partnership has committed to an annual collaborative review of rate setting processes and to exploring the benefits of migrating towards a common approach to rates over time. Such an annual review does not necessarily imply a change to any specific rate. This will remain a matter for individual authorities. The integrity of the exercise as a holistic West Partnership output is to be protected and no further analysis, cost or effort in the validation of sustainable rates for each authority will be undertaken at this time.

Outcome Summary

Introduction

This paper summarises the approach taken by the West Partnership to using the IPSOS Mori funded provider cost data collected between May and July 2019. The paper also provides brief comments on data management and accuracy.

Purpose of the exercise

The purpose of the West Partnership exercise with Ipsos Mori was to test and validate an approach to rate setting. The exercise helped explore a number of benefits including:

- Exploring a co-operative approach to rate setting, working together with funded providers towards better relationships overall;
- Accessing actual, current market data, including costs data from funded providers;
- Helping gain an insight into issues of funded provider sustainability;
- Better understanding the value in using a neutral third party for data collection and collation; and,
- Gaining feedback from participants on the means to improve the mechanism.

Deriving the rate

The approach to deriving the rate estimate from IPSOS Mori data included the following steps.

1. The rate is required to enable payment of the Scottish Living Wage (SLW) from August 2020 to those working with statutory provision. SLW uplift is set on an annual basis and therefore, at the time of writing, is unknown for August 2020. An assumption has been made the SLW may rise to £9.27 for August 2020 and £9.55 during November 2020. These uplifts are in line with a mean over all historic uplifts.
2. Utilising Ipsos Mori survey data of Average Salary Deciles and recognising that assumed 2020 SLW for full time practitioners at £9.55 per hour is between the 81st decile and the 82nd decile.
3. Utilising the Ipsos Mori survey data of Total Costs Deciles and rounding up to the 82nd decile (i.e. overestimating) approximates the 82nd decile to be £5.12. The 83rd decile is £5.22.
4. The August 2019 rate of £5.12 is an overestimate in a number of regards including that it is inclusive of baby rooms and 2-year olds provision.

Comments on data accuracy

The survey data results were accurate within reasonable tolerances for an exercise of this nature. Relevant factors include:

- **Potential for non-response bias:** There was no evidence that those that took part in the survey are different from those who didn't.

- **Potential for Measurement bias:** Measurement bias resulting from people misreporting figures was managed through data cleaning including:
 - Simple issues like keying errors. (resolved in cleaning, eg. 50 instead of 50,000)
 - Use of annual financial accounts meant some figures were one year earlier. Likely small effect within small number of providers so effect likely to be small
 - People guessing at cost levels and these guesses are out... little evidence of this.

Potential for Reporting Errors: Errors during processing and reporting managed through cleaning. The approach to cleaning will develop and improve with repetition.



August 2019

West Partnership – estimating the costs of Early Learning and Childcare provision in partner provider settings

Technical Report

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Acknowledgements

First and foremost, thanks are due to the 143 partner providers who gave up their time to take part in the survey on which this report is based. We know that for some of you this was a considerable ask, and we are very grateful. We are very grateful to Kenny Forsyth, Heather Douglas and Morag McDonald for their comments on drafts of the questionnaire. We are also grateful to our Ipsos colleagues Ayesha Qureshi-Naeem and Scott Nisbet for their work on the survey script and for making follow-up phonecalls to providers, respectively.

Responsibility for the contents of this report lies with the authors.

Chris Martin & Rachel Ormston

1 – Introduction and background

This report provides technical details of a survey of childcare partner providers carried out by Ipsos MORI in May-June 2019 on behalf of the councils in the West of Scotland partnership area. It is accompanied by detailed data tables, in Excel format, which form the main output from this study.

High quality Early Learning and Childcare (ELC) provision has been a core strand of Scottish Government policy over the last decade, with the dual aim of improving child outcomes and supporting parental (particularly maternal) employment. Since April 2002, Local Authorities have had a duty to secure a funded part-time ELC place for every 3 and 4 year-old whose parents wish it. From August 2014, the Children and Young People (Scotland) Act 2014 extended ELC entitlement, giving all three and four years olds entitlement to 600 hours ELC per year, as well as extending provision to two year olds whose parents are in receipt of eligible benefits (looked after two year-olds were eligible from 2012).² This entitlement will be extended to 1,140 hours a year of ELC for all 3 and 4 year-olds and eligible two year-olds by 2020.

Councils across Scotland are currently in the process of planning for this expansion of hours, working with both Council-run services and local 'partner providers' in the private and not-for-profit sectors to ensure that there is sufficient capacity to deliver 1,140 hours to all eligible families in their areas. They will each set their own rates to reimburse partner providers for the ELC they deliver through the scheme. This study was commissioned by the City of Glasgow Council on behalf of the West of Scotland Partnership – a group of local authorities including East Dunbartonshire, East Renfrewshire, City of Glasgow, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire. The main aim was to produce as up to date estimates of the actual costs to providers of providing an hour of ELC, in order to inform planning, modelling and discussions about rate-setting for 2020 onwards. It followed a model developed by Ipsos MORI for an earlier Scotland-wide exercise conducted on behalf of the Scottish Government in 2016, to inform their early modelling for the costs of expanding funded ELC hours across Scotland.

² Including: Income support; Jobseekers allowance (income based); Employment and Support Allowance (income based); Incapacity or Severe Disablement Allowance; State Pension Credit; Child Tax Credit, but not Working Tax Credit, with an income less than £16,105; both maximum Child Tax Credit and maximum Working Tax Credit and income under £6420; support under Part VI of the Immigration and Asylum Act 1999; Universal Credit. Looked after children includes those under a kinship or guardianship order.

2 - Research methods

This section summarises the methods used in sampling, surveying and analysing data from partner providers.

2.1 The sample

The eight West Partnership councils provided Ipsos MORI with a list of 303³ private and not-for-profit partner providers registered with them to provide funded ELC places. This list included contact information (provider name, manager name, e-mail address, phone number, address), as well as information about provider type (private or not for profit) and number of registered places for 0-5 year-olds.

Usable responses to the online survey were received from 143 partner providers⁴ – a response rate of 47% (considerably higher than the response rate of 22% achieved for the Scotland-wide study).

Table 2.1 shows the issued and achieved sample by size, provider type and location. The profile of the achieved sample was reasonably close to that of the issued sample in terms of distribution by council area. However, given the relatively small number of providers responding in Council areas outside Glasgow, it was not appropriate to show results for each Council separately to ensure that data confidentiality was maintained. Data tables therefore show results for all West Partner councils (combined), City of Glasgow council partner providers (separately) and the remainder of the West Partnership (combined). The distribution by provider type and size was also broadly similar to that of all providers, although there were slightly more private providers (76%, compared with 71% in the issued sample), and slightly fewer large providers (24% with 70+ registered places for 0-5 year-olds, compared with 32% in the issued sample).

³ After data cleaning and removal of duplicates. .

⁴ 1 case was removed from the final data, as they gave insufficient detail in their responses to enable calculation of key estimates.

Table 2.1: Sample profile (issued vs. achieved)

	Issued		Achieved	
	Number	%	Number of responses	% of achieved sample
Provider type				
Private	215	71%	108	75%
Not-for profit	53	17%	35	25%
Missing (not in sample)	35	12%		0
Size of provider?				
Small (<40 total places)	83	27%	48	34%
Medium (40-69 total place)	119	39%	60	42%
Large (70+ total places)	97	32%	35	24%
Missing	4	1%	0	
Location				
East Dunbartonshire Council	24	8%	9	6%
East Renfrewshire	13	4%	5	3%
Glasgow City Council	122	40%	65	45%
Inverclyde Council	5	2%	3	2%
North Lanarkshire Council	37	12%	17	12%
Renfrewshire Council	32	11%	19	13%
South Lanarkshire Council	59	19%	22	15%
West Dunbarton	11	4%	3	2%

2.2 Questionnaire design

This exercise took as its starting point the questionnaire used in the earlier (2016) Scotland-wide survey of partner providers. The earlier questionnaire was developed following feedback from piloting with a small number of providers and comments from the Scottish Government and the National Day Nurseries Association.

The aim was, as far as possible, to replicate this exercise but to provide figures that were (a) more up to date (since the 2016 figures are now 3 years-old) and (b) more robust for the West of Scotland partnership area. Minor tweaks to this questionnaire were made, primarily deleting questions that were not needed in order to estimate costs per hour, and to introductory text to encourage partners to give costs over a full year where possible, to try and reduce the impact of seasonality on response. As with the 2016 exercise, the survey collected detailed information about private and not-for-profit partner providers' costs, income, capacity and occupancy. The final survey was signed off by the City of Glasgow Council, scripted by Ipsos MORI's specialist scripting team (using the IBM Dimensions programme), and tested by the research team to ensure that all routing worked correctly.

2.3 Fieldwork

All 303 partner providers were sent an e-mail invitation to complete the survey along with a unique link to their online questionnaire. Two further reminder emails were sent to those who did not respond initially. The survey was open to complete online from 7th May 2019 to 15th June 2019.

An e-mail address and phone number for the survey was in operation throughout, so that the research team could answer queries and resolve technical problems. A member of Ipsos MORI's telephone centre encouraged providers to respond to the online survey by calling them, checking they had received the invitation email, and finding out whether there was anything else they needed to help them take part.

2.4 Data cleaning and analysis

The main aim of this survey was to provide an estimated cost per hour of providing ELC for children, supported by detailed information about the costs that feed into this. In order to estimate costs per hour, providers' survey responses were used to calculate:

- **Overall costs incurred by ELC providers.** This was collected by the survey across various cost headings, including: staff costs, mortgage/rent, utilities, consumables, external catering costs, play and learning equipment, play and learning activities and services, course fees and expenses for staff training, ICT equipment and office supplies, transport costs, maintaining or improving buildings, contracts for building services, business rates, other taxes excluding payroll taxes, and anything else not covered by these.
- **The total number of hours of ELC being provided.** This was calculated by multiplying: the number of weeks a year providers were open for, by the average hours provided per child per session, by how many children they currently had attending. Providers were able to give the number of children attending either on a daily basis, or separately for morning and afternoon sessions. They were also asked how long their day or half-day sessions were.

The costs per ELC hour were then calculated by dividing the total annual costs incurred, by the total annual number of ELC hours being provided.

In order to carry out this analysis, data cleaning was required to deal with missing and incomplete data and outliers (data that looks to be outside the plausible range of responses for a particular question). The data cleaning process involved a combination of manually inspecting and making decisions about how to treat missing/unusual data (e.g. whether to include or exclude outliers from calculations based on whether or not they appeared to be within a plausible range of responses), and

imputation of missing data where possible and appropriate. Imputation involved estimating a missing value based on what is known about the other characteristics of that provider and the values provided by other providers with similar characteristics – for example, if the number of children per session was missing for a particular provider, we imputed (estimated) this number based on (a) the number they were registered to take (which they had provided) and (b) average occupancy rates for providers of a similar size.

2.5 Key limitations and issues for interpretation

The analysis carried out for this study gives as accurate information as possible about provider costs per ELC hour, based on the information we were able to collect. However, there are inevitably some limitations to this data. In particular, in interpreting and using the data for further modelling of future costs, it is important to keep the following issues in mind.

- **Challenges of establishing a completely up to date picture of costs** – the survey asked providers about their costs over the last year. As the survey asked about costs in some detail, it was suggested that providers might find it helpful to have their most recent annual accounts to hand. During fieldwork, a number of providers raised concerns about the time period being asked about. These concerns were two-fold – first, a number of providers stated that their most recent audited accounts were already a year or more out of date, and therefore did not represent current costs. Second, it was suggested that as the survey was being used to inform discussions about rate setting for 2020 onwards, it ought to ask providers for their estimated future costs, rather than costs over the previous year.

In response to the first concern, both Ipsos MORI and the partner local authorities sent further emails to clarify that we wanted as up to date picture of costs as possible, so if providers had draft accounts or other more recent records they were welcome to refer to these to help them completing the survey. While the initial survey instructions did not preclude providers using more recent records, it is possible that this clarification might have meant that responses received in the later stages of fieldwork were based on more recent (and potentially higher) cost information than earlier responses. However, comparisons of mean costs provided by when providers completed the survey indicates that this is unlikely to have caused major discrepancies in the data – if anything, average costs were actually *lower* among those who completed the survey in the second part of fieldwork in comparison with those who completed it earlier on. It is, however, still possible that some provider's current costs may differ from those given in response to the survey, if they were basing them on accounts that were already dated at the time of completion of the survey.

The second issue raises the question of whether exercises such as this should be based on actual but retrospective costs, or hypothetical future costs. As the aim of this exercise was to collect as up to date a picture of actual costs as possible, a prospective approach was not considered appropriate. Different providers are likely to be at different stages with respect to

estimating costs for future years – some may have struggled to complete a survey based on future costs. Moreover, there are a number of ‘unknowns’ (for example, the rate of inflation, the extent to which salaries might need to be increased to meet recruitment shortages, or potential changes to business rate relief) which different providers may make different assumptions about. By asking about costs over the previous year, the survey allows councils to discuss the assumptions that should be applied in estimating future costs – and to model the potential impact of different assumptions – in a consistent and fair way across all providers. The kinds of additional costs that might need to be taken into account in modelling this are outlined below.

- **Additional future costs that may need to be taken into account in modelling a reasonable rate** – the estimates included in the tables accompanying this report are based on providers’ responses to questions about their costs over the previous year. In interpreting these costs, it is important to keep in mind that there may be additional future costs that providers are required to meet. These include (but are not limited to):
 - o **General inflation** – all businesses are affected by general cost inflation. Given the prospect of Brexit at the end of October 2019, there is considerable uncertainty about economic prospects and inflation by 2020. However, the Bank of England’s latest inflation forecast (which is based on the uncertain assumption of the UK leaving the EU with a deal) estimates that inflation will be around 2% over the next 12 months to mid-2020, but may increase above that in subsequent years.⁵ The accompanying Excel tables include estimates of the total costs per childcare hour, adjusted for 2% inflation on this basis⁶.(Tables in Costs1 and Costs2)
 - o **Wage increases required to meet the Scottish Living Wages** – the Scottish Living Wage is a voluntary target intended to reduce in-work poverty by ensuring that all employees earn enough to live. It is currently set at £9 an hour. The Scottish Government has indicated that all providers delivering funded ELC should be paying at least the living wage to all childcare workers. The survey of partner providers included a question to establish how many staff were paid below the living wage, and what level they were paid at, to help establish how widespread an issue this might be across partner

⁵ <https://www.bankofengland.co.uk/-/media/boe/files/inflation-report/2019/august/inflation-report-august-2019.pdf?la=en&hash=6BDB165D5ABAF6B8E218A90AB6790F1377B20F18>

⁶ Provided in Costs1 and Costs2

providers in the West of Scotland. The need to meet the Living Wage will need to be taken into account in determining a sustainable rate for providers⁷.

- **Changes to business rate relief** – Nurseries in Scotland have been exempt from paying business rates since 1 April 2018. If this changed, this would have an impact on costs per hour (although the total impact is likely to be small – the 2016 survey of partner providers across Scotland estimated that on average 1% of the costs of each childcare hour was accounted for by business rates).
- **Exclusion of profit from costs** – in using these cost estimates, it is important to note that the questionnaire asked about costs but did NOT ask about profits. This is relevant in terms of discussions about funding – private companies are unlikely to continue to operate if they are not generating a profit in addition to their costs, although actual/desired profit margins will vary widely. However, where owner/manager income was taken as draw-down from profits (rather than as a salary), nurseries were asked to include this in their total staff costs (which would otherwise underestimate the actual staffing costs).
- **Response rate** – 47% of partner providers invited to participate in this survey took part. While this is a good response rate for surveys of this type – issued to busy businesses and asking to collect detailed information which they may not have immediately to hand – we cannot be completely sure that there are no differences between average costs based on this survey and average costs incurred by partner providers who did not take part in the survey. However, as described above, the profile of the achieved sample was, overall, broadly similar to that of the issued sample. This gives us reasonable confidence that the findings based on this sample are likely to be broadly representative of partner providers across the West Partnership. However, the small numbers of providers responding in individual participating local authorities means there is more scope for findings for these areas to be skewed by non-response. As discussed, the data tables therefore show findings for a) the West Partnership as a whole b) City of Glasgow and c) the West Partnership excluding the City of Glasgow.
- **Missing and outlier data** – some providers left particular questions blank or gave implausibly high or low amounts. We therefore had to make decisions about imputing amounts based on the mean amount for similar kinds of provider. While this is standard practice for dealing with missing data, it is of course possible that this means that the total costs are either slightly higher or slightly lower than they are in reality. However, this should make only minimal difference to the overall average costs.

⁷ This information is given in Income 3 and Income 4 tables.

4 – List of data tables

The purpose of this report is to inform further modelling and discussion using the accompanying Excel data tables, narrative about the actual findings is kept to a minimum. Our primary focus is on explaining how the figures were arrived at and any additional issues (beyond those outlined above) that need to be taken into account in their interpretation and further use.

Data tables to accompany this report are provided in a separate Excel file, to facilitate ease of use in further analysis and modelling. All tables included in this separate file are listed here, with accompanying technical notes. The majority of tables include breakdowns by the following variables:

- Provider type (not-for-profit or private)
- Provider size (small, medium and large, as defined by the total number of registered places indicated in the sample – small = 0-39, medium = 40-69 funded places, large = 70+ funded places)
- Area – broken down into City of Glasgow Council, rest of the West Partnership area, and the whole of the West Partnership area.

Note that any rows where the base size is lower than 10 respondents are suppressed in the tables (using the * symbol), both to minimise potential for identifying specific cases and to reduce the scope for over-interpretation of figures based on low numbers of cases.

Contextual information about current provision

1. Currently provides funded places for funded 2 year-olds?

Taken from Q - Do you currently provide any government or council funded early learning and childcare places for eligible 2 year-olds?

2. Currently provides funded places for 3-5 year-olds?

Taken from Q - Do you currently provide any government or council funded early learning and childcare places for eligible 3-5year-olds?

3. Estimated proportion of total hours delivered to 0-1 year-olds

Derived from responses to questions on the number of children registered and lengths of sessions. This data was used to calculate (for each provider) the estimated annual number of

ELC hours delivered to each age group, and a total annual number of ELC hours delivered to all children aged 0-5. The percentage of hours delivered to 0-1 year-olds by each provider was then derived by dividing estimated annual hours delivered to 0-1 year-olds by estimated total annual hours for all children aged 0-5.

4. Estimated proportion of total hours delivered to 2 year-olds

See above for note on how this was derived.

5. Estimated proportion of total hours delivered to 3-5 year-olds

See table 6, above, for note on how this was derived.

Cost tables

1. Average total costs per hour of ELC provided to 0-5 year-olds

Total costs per ELC hour are based on providers' answers to detailed questions about individual costs (shown in subsequent tables), adjusted to give annual amounts, which was then divided by the estimated total annual number of ELC hours being provided to 0 to 5s.

2. Average total costs per hour of ELC provided to 0-5 year-olds – cost deciles by provider type

In addition to showing the median (50th percentile) cost, this table can be used to assess, for example, what level 80% of providers hourly costs would fall under (using the 80th percentile).

3. Average STAFF costs per hour of ELC provided to 0-5 year-olds

In most cases, this cost was derived based on the total staff costs entered at Q - In the last year, month, week or term (whichever is easier to provide), how much IN TOTAL did you pay in staff costs at <ServiceName>?

Please include:

Pension contributions

Costs for permanent and temporary staff

Costs for all categories of staff

Costs for paying owner/managers (where this is taken as a draw down from profits)

An annual cost was derived from their response to this question (multiplying the cost by 1, 12, 52 or 3 depending on whether they gave a figure per year, month, week or term), which was in turn divided by the estimated total number of hours of ELC provided to create a staff cost per hour.

In a small number of cases where providers did not answer this question but did provide details of ELC staff numbers and average salaries at subsequent questions, these questions were used instead to calculate estimated staff costs.

4. Average STAFF costs per hour of ELC provided to 0-5 year-olds – cost deciles by provider type

Average costs for the specific items listed below were all derived responses to a question which asked 'In the last year, month, week or term (whichever is easier), how much did you spend on [ITEM IN QUESTION] payments for <ServiceName>?', multiplied by the appropriate factor (e.g. x 12 for monthly, x 52 for weekly, etc.) to calculate an annual amount, and then divided by the estimated total number of hours of ELC provided to create a cost per hour.

Where providers left a particular cost item blank (rather than entering £0), their spend was estimated based on the average (mean) cost for providers of the same type (i.e. the mean cost for other private providers, or the mean cost for other not-for-profit providers), with the exception of missing rent/mortgage costs, which were estimated based on the average of providers who occupied their property in the same way (i.e. if they rented from a private owner, their imputed cost was the mean cost for other providers who also rented from a private owner).

5. Average RENT/MORTGAGE per hour of ELC given
6. Average RENT/MORTGAGE per hour of ELC given – cost deciles
7. Average UTILITIES cost per hour of ELC given
8. Average UTILITIES per hour of ELC given – cost deciles
9. Average CONSUMABLES cost per hour of ELC given
10. Average CONSUMABLES per hour of ELC given – cost deciles
11. Average EXTERNAL CATERING cost per hour of ELC given
12. Average PLAY AND LEARNING EQUIPMENT costs per hour of ELC given
13. Average PLAY AND LEARNING ACTIVITY costs per hour of ELC given
14. Average STAFF TRAINING costs per hour of ELC given

15. Average ICT AND OFFICE costs per hour of ELC given
16. Average TRANSPORT costs per hour of ELC given
17. Average BUILDING MAINTENANCE costs per hour of ELC given
18. Average BUILDING SERVICES costs per hour of ELC given
19. Average BUSINESS RATES costs per hour of ELC given
20. Average OTHER TAXES costs per hour of ELC given
21. Average OTHER COSTS costs per hour of ELC given
22. Average salary costs of different types of employee
23. Average salary costs of different types of employee - deciles

In addition to showing the median (50th percentile) cost, this table can be used to assess, for example, what level 80% of average early years' practitioner salaries would fall under (using the 80th percentile).

Fees tables

1. Average fee per hour for 4 year-olds
2. Average fee per hour for 3 year-olds
3. Average fee per hour for 2 year-olds

Tables are all based on weekly fee for appropriate age (divided by length of week) where given, or, if no weekly fee given, then based on day rate for that age group (divided by length of day in hours), or half-day rate (divided by length of half-day in hours) if no day rate given.

Income and living wages tables

1. Annual income from parents
2. Annual income from council funding of ELC places
3. Proportion of staff paid at the living wage.
4. Average salary of staff paid below the living wage.

4 – Headline figures

The excel tables provide full details of the costs per hour of ELC given, average fees charged, income, proportion of staff currently paid at the living wage and contextual information such as the proportion of total hours delivered to different age groups.

The main driver of this research is to inform planning, modelling and discussions about rate-setting for 2020 onwards. However, **it is the responsibility of individual local authorities to set the funding rate for 2020**. The following figures **do not** account for any adjustment to costs that may be made in setting the rates – for example, potential changes that might increase or decrease costs any adjustment for SLW, or (for private providers) any allowance for a reasonable profit margin. They do not include a recommendation on what level of rate to be used in 2020.

The headline figures on **current** costs – which, as noted above, **do not** allow either for changes that may be required to ensure all staff are paid at the SLW, or for above inflation increases in other areas of costs – are as follows:

- Overall, the current mean cost per hour of childcare is £4.05 per hour, and the median cost is £3.55 per hour.
- Just under three-quarter of this cost is accounted for by staff costs (mean of £2.98).
- There is variation in the total cost per hour of childcare provided. The 20th percentile figure is £2.77, and the 80th percentile is £4.80.
- On average, the costs are slightly lower in partnership providers in Glasgow City Council area than in the other seven council areas combined. (Mean cost of £3.83 per hour compared to £4.24). Reported costs are higher for not-for-profit providers than for private providers (£4.72 compared to £3.94).

If current costs were to rise by 2% inflation, the mean cost per hour of childcare in 2020 (excluding any uprating required to pay SLW and any other above inflation increases, plus a reasonable profit margin) would be £4.13 per hour.

Overall, around two-thirds of providers have some staff who are currently paid under the Living Wage and the median salary for these staff is £8.21 per hour.

Looking at current staff salaries (Costs Table 23), at the 90th decile all early years' staff except trainees are, on average, paid above the SLW.

Appendix A – Provider questionnaire

The survey was administered online. As such, it is difficult to replicate exactly in Word. However, the text below shows what questions providers were asked and includes descriptions of routing (where questions were only asked of certain sub-groups), text-fills (where the precise wording varied depending on respondent characteristics) and other relevant scripting information.

Introductory text

Who is doing this survey?

This survey is being carried out by **Ipsos MORI Scotland**, an independent research company, on behalf of **8 West of Scotland Local Authorities** (Glasgow City Council, East Dunbartonshire, West Dunbartonshire, Inverclyde, South Lanarkshire, North Lanarkshire, East Renfrewshire, Renfrewshire). It is being sent to all private and not-for-profit partner childcare providers in those areas.

Why is it being carried out?

As you know, the amount of free Early Learning and Childcare (ELC) that parents of 3 and 4 year-olds in Scotland are entitled to will increase from 600 to **1,140 hours from 2020**. This survey will ensure that your local authority has a **reliable and up to date understanding of the costs to local partner providers** of delivering early learning and childcare.

Why should I take part?

This survey is **your chance to ensure that your local authority takes decisions based on accurate and up to date information**.

The **findings will inform discussions about the expansion of funded hours in the West of Scotland** and the essential role partner providers will play in that. We hope as many partner providers as possible will take part.

What information do you need from me?

The questionnaire includes questions about your costs (the money you spend on things like staff, rent, bills etc.), your income, your capacity and occupancy, and the fees you charge parents.

You may find it helpful to have relevant information – e.g. **annual accounts** – to hand when you complete the survey.

Please try and answer as accurately as possible – the more accurate the data is, the more useful it will be in informing discussions about funding.

This survey is about the childcare service you provide at <ServiceName>. If you manage more than one service, please make sure you answer this survey specifically in relation to <ServiceName>. (If your other services are in participating local authorities, we will ask you to answer for them separately).

How to complete the survey

If you need another person to complete parts of the survey or you need to come back into the questionnaire at a later time, this is fine – just exit and the survey will resume at the place you left it when you're ready. You can also move forwards and backwards through the survey using the 'Next' and 'Back' buttons.

Please note, this survey is about Early Learning and Childcare for **children aged 5 and under who have not yet started school** – we are **not** interested in before or after school care for school-aged children.

How will my answers be used?

Individual responses will be completely confidential and will not be seen by anybody outside of Ipsos MORI. Only aggregate results – e.g. at Council level – will be provided to the local authority where you are based. All your data will be securely stored by Ipsos MORI in accordance with the Data Protection Act and destroyed after this project is completed.

Where can I go for more information?

If you have any questions now or while you're completing the questionnaire, please contact Ipsos MORI Scotland on 0808 238 5376 or email us at WestChildcareSurvey@ipsos.com and we will be happy to help.

SECTION A – OPENING HOURS

SECTION A INTRO

The first set of questions are about your opening hours.

QA1

ASK ALL

ALLOW 1 DIGIT RESPONSE BETWEEN 1 AND 7.

SOFT RANGE CHECK IF RESPONSE IS NOT 5 – 'Can you just confirm you are open for <number entered at QA1> days each week? If yes, click on NEXT'.

How many days is <ServiceName> open for Early Learning and Childcare each week?

Don't know

QA2

ASK ALL

ALLOW 2 DIGIT WRITE IN NUMBERS BETWEEN 1 AND 51.

SOFT RANGE CHECK IF >12 – 'Can you just confirm you are CLOSED for <number at QA2> weeks a year? If yes, click on NEXT'.

How many weeks of the year is <ServiceName> **CLOSED** for Early Learning and Childcare?

(If you are closed for less than 1 full week each year, please enter 1).

Don't know

QA4

SA

ASK ALL

Thinking about all your Early Learning and Childcare places for children aged 5 and under, which of these best describes how you **normally** offer these to parents?

1. In either full day or half day sessions (or a mix of the two)
2. In full day sessions only
3. In half day sessions only

4. On an hourly basis with no standard sessions
5. Other – PLEASE SPECIFY

QA5

SA

ASK IF CODE 3 (half-day only) AT QA4

Do you offer morning sessions, afternoon sessions, or both?

1. Morning sessions only
2. Afternoon sessions
3. Both morning and afternoon sessions

QA6

SA

ASK IF 1-3 AT QA4

Leaving aside special arrangements for early or late drop-offs or pick-ups, do your standard session start and end times vary for children on Council funded places and those on private places?

1. Yes – start and end times vary between Council funded places and private places
2. No – standard start and end times do not vary between Council funded places and private places

QA7

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (offer half-days only) AT QA4, AND
- CODE 3 (offer both morning and afternoon sessions) AT QA5 AND
- CODE 2 (standard times for private and council-funded places) AT QA6

SOFT RANGE CHECKS:

- IF START OF MORNING SESSION <07:00 OR >08:30
- IF END OF MORNING SESSION <11:30 OR >13:30
- IF START OF AFTERNOON SESSION <12:00 OR >14:00
- IF END OF AFTERNOON SESSION <15:00 OR >19:00

THEN PLEASE CHECK – 'You entered your session start and end times as: <SHOW START AND END TIMES FOR MORNING AND AFTERNOON>. Is that correct?' YES/NO – IF NO, LOOP BACK TO ENTER TIMES AGAIN.

Please enter your standard half-day session **start and end times in 24 hour clock (i.e. 07:00 or 07:00).**

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard morning session
 End of standard morning session
 Start of standard afternoon session
 End of standard afternoon session
 Don't know

QA8

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.
ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 1 OR 2 (offer full day only, or half or full-days) AT QA4 AND 2 (standard times for council and private places) AT QA6, OR
- CODE 4 OR 5 AT A4 (offer hourly/other sessions)

Please enter your standard **opening and closing times** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'opening time', we mean the time parents can normally drop their children off from, and by 'closing time', we mean the time they are required to pick them up by.

Standard opening time
Standard closing time
Don't know

QA9

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.
ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (offer half-day sessions only) AT QA4 AND
- CODE 1 OR 2 AT QA5 (offer only morning, or only afternoon sessions) AND
- CODE 2 AT QA6 (standard start and end times for council and private places)

Please enter your standard <morning/afternoon> session **start and end times** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard <morning/afternoon> session
End of standard <morning/afternoon> session
Don't know

QA10

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (half-day) AT QA4, AND CODE 3 (both mornings and afternoons) AT QA5, AND CODE 1 (session times vary) AT QA6, OR
- CODE 1 (full or half) AT QA4 AND 1 at QA6 (session times vary)

Please enter your standard half-day session **start and end times** for parents paying for **private places**, in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

If you do not have fixed 'standard times' for fee paying parents, please enter typical start and end times.

Start of standard morning session
 End of standard morning session
 Start of standard afternoon session
 End of standard afternoon session
 Don't know

QA11a

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (half-day only) AT QA4, AND
- CODE 1 OR 2 (MORNING OR AFTERNOON ONLY) AT QA5 AND
- CODE 1 (session times vary) AT QA6

TEXTFILL <morning/afternoon> - IF 1 AT QA5 (Morning session only), TEXTFILL = 'morning', IF 2 AT QA5 (Afternoon session only), TEXTFILL = 'Afternoon'

Please enter your standard <morning/afternoon> session **start and end times** for parents paying for **private places**, using **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard <morning/afternoon> session
 End of standard <morning/afternoon> session
 Don't know

QA11b

ALLOW NUMERIC RESPONSE IN HOURS AND MINUTES

ALLOW (AND SHOW) 'No standard session length for Council places' and 'Do not offer this kind of session for Council funded places' AS OPTIONS

ASK IF

- CODE 3 (half-day) AT QA4, AND 1 (session times vary) AT QA6
- CODE 2 (full day only) AT QA4 AND 1 (session times vary) AT QA6
- CODE 1 (full or half) AT QA4 AND 1 (session times vary) AT QA6

Please enter your standard half and/or full-day session **lengths** for **council funded places** in hours and minutes.

If you do not have fixed session lengths for Council funded places, please enter 'no standard session length'.

Half-day session (Council funded): **NUMERIC RESPONSE IN HOURS AND MINUTES**

Full-day session (Council funded): **NUMERIC RESPONSE IN HOURS AND MINUTES**

Don't know

QA11c

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 2 (full day only) AT QA4 AND
- CODE 1 (session times vary) AT QA6

And please enter your standard **opening and closing times** for **private places** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'opening time', we mean the time parents can normally drop their children off from, and by 'closing time', we mean the time they are required to pick them up by.

Standard opening time

Standard closing time

Don't know

QA12

OE

ASK IF 'Hours vary too much to answer' AT ANY OF QA7 TO QA11c

You said your hours vary too much to answer. Please describe your opening hours in more detail

QA13

ASK ALL

MA

In addition to your standard sessions or hours, do you offer parents of under 5s early drop-offs or late pick-ups for an additional fee?

(Please do not include ad hoc cases where parents drop-off their children early or pick them up late without prior arrangement)

Early drop-off available for additional fee

Late pick-up available for additional fee

No, neither

Don't know

SECTION B – CAPACITY, OCCUPANCY AND FUNDED PLACES

QB1a

ASK ALL

ALLOW 2 DIGIT ANSWER ON EACH ROW, RANGE 1 TO 5000.

What is the **maximum** number of early learning and childcare places for children aged 5 and under that <ServiceName> is **registered to provide** for each of these age categories?

That is, the total number of places you are registered with the Care Inspectorate to be able to provide, regardless of whether these are private or funded places.

DOWN SIDE OF GRID

Under 2s (0-1 year-olds)

2 year-olds

3 and over

Don't know

QB1b

ASK ALL (EXCEPT THOSE DON'T KNOW FOR ALL 3 AT QB1A)

Your responses indicate that you are registered to provide a maximum total of <TOTAL FROM B1a> early learning and childcare places for children aged 5 and under. Is that correct?

Yes

No IF NO LOOP BACK TO QB1a.

QB2a

ASK IF:

- CODE 2 OR 4 AT QA4 (only offer full-day sessions or only offer hourly) OR
- CODE 3 AT Q4 AND CODE 1 OR 2 AT QA5 (offer half days but on either morning or afternoon, not both)
- CODE 5 AT QA4 (other pattern)

How many children are actually **currently registered to attend** at <ServiceName> on each weekday? If you do not have any children registered in that age group on that day, please enter '0'.

DOWN SIDE OF GRID

Monday

Tuesday

Wednesday

Thursday

Friday

ALONG TOP OF GRID

Under 2s (0 and 1 year-olds)

2 year-olds

3 and over

Don't know how many children are currently registered to attend

QB2b

ASK IF:

- CODE 1 AT QA4 (offer either full day or half day sessions) OR
- CODE 3 AT QA4 (offer half-day sessions) AND CODE 3 AT QA5 (offer both morning and afternoon sessions)

How many children are actually **currently registered to attend** at <ServiceName> in each weekday morning or afternoon slot?

If you do not have any children registered in that age group for that slot, please enter '0'.

DOWN SIDE OF GRID

Monday morning

Monday afternoon

Tuesday morning

Tuesday afternoon

Wednesday morning

Wednesday afternoon

Thursday morning

Thursday afternoon

Friday morning

Friday afternoon

ALONG TOP OF GRID

Under 2s (0 and 1 year-olds)

2 year-olds

3 and over

Don't know how many children are currently registered to attend

QB3

ASK ALL

Do you currently provide any **council funded early learning and childcare places** for eligible ...

DOWN SIDE OF GRID

- a) 2 year-olds
- b) 3-5 year-olds

ACROSS TOP OF GRID

Yes

No

Don't know

QB4

ASK IF YES AT B3a (DO PROVIDE PLACES FOR 2 YOs)

ALLOW 2 DIGIT RESPONSE, RANGE 1 TO 5000.

How many **eligible two year-olds** do you currently provide council funded early learning and childcare places for?

Don't know

QB5

ASK IF YES AT B3b (DO PROVIDE PLACES FOR 3-5 YO's)
ALLOW 2 DIGIT RESPONSE, RANGE 1 TO 5000.

How many **eligible three to five year-olds** do you currently provide council funded early learning and childcare places for?

Don't know

QB6

ASK ALL

Do you currently have any children with **disabilities or additional support needs** registered with <ServiceName> for early years learning and childcare?

Yes

No

SECTION C – STAFF COSTS

SECTION C INTRO

We are now going to ask you some questions about your costs at <ServiceName>. You may find it helpful to have relevant information – e.g. annual accounts – to hand for this section.

If necessary, you can ask someone else – e.g. another manager or Treasurer - to complete this section. (If you need to close your browser, please note that you will need to wait 10 minutes before going back into the questionnaire).

Councils need detailed and accurate information to ensure they have a reliable understanding of what it costs providers to deliver early learning and childcare. They will use this information, alongside information from elsewhere (e.g. partner providers' published annual accounts) to inform discussions with you about future funding. Please answer as accurately as possible, but if you are not completely sure please put in your best estimate.

Just to remind you, Ipsos MORI will not share individual providers' cost data with your local council or anyone else – we will use it to provide anonymous figures for each local authority – e.g. averages – to inform planning for extending funded entitlement to early learning and childcare.

For all these questions, you have the option to provide costs per year, month, week or term. **It would be most useful if you were able to provide ANNUAL costs**, but if this is not possible, please provide over whichever period you find easiest.

QC1a

ASK ALL

ALLOW UP TO 7 DIGIT RESPONSE, IN WHOLE £.

In the last year, month, week or term (whichever is easier to provide), how much **IN TOTAL** did you pay in **staff costs** at <ServiceName>?

Please include:

- Pension contributions
- Costs for permanent and temporary staff
- Costs for all categories of staff
- Costs for paying owner/managers (where this is taken as a draw down from profits)

Don't know

QC1b

ASK ALL WHO ENTERED AMOUNT >£0 AT C1a

And what period does that cover?

(NB 'Year' can be used for the last financial year, accounting year, calendar year or the last 12 months)

1. Year
2. Month
3. Week
4. Term

QC2a

ASK ALL

GRID FORMAT

SA IN EACH CELL

Please fill in the table below to show **how many of each type of staff you currently pay at** <ServiceName>.

- Please include both permanent staff and temporary staff if you rely on them regularly (other than for covering unexpected leave).
- If you are not sure which category to count people in, include them in the box you think is the best description.

DOWN SIDE OF GRID

1. Managers (people with overall responsibility for the day-to-day management of <ServiceName>)
2. Early years supervisors / room supervisors
3. Early years practitioners
4. Paid trainees
5. Support workers who are not qualified early years practitioners
6. Other paid staff (e.g. secretarial, maintenance, catering, or domestic staff)

ACROSS TOP OF GRID

Full time (35+ hours/week)

Part-time 15-34 hours/week

Part-time under 15 hours/week

QC2b

ASK ALL – TO CALCULATE TOTALS FOR EACH CATEGORY FROM C2a – I.E. FOR MANAGERS, TOTAL = TOTAL FULL TIME + 15-34 HR + <15 HOURS ENTERED FOR MANAGERS AT C2A.

Your responses indicate that you have the following numbers of staff in each category? Is this correct?

Managers = <TOTAL FROM C2a>

Early years supervisors / room supervisors = <TOTAL FROM C2a>

Early years practitioners = <TOTAL FROM C2a>

Paid trainees = <TOTAL FROM C2a>

Support workers who are not qualified early years practitioners = <TOTAL FROM C2a>

Other paid staff (e.g. secretarial, maintenance, catering, or domestic staff) = <TOTAL FROM C2a>

Yes

No

IF NO AT C2b

C2c

Please use the 'back' button to check your answers about numbers of staff in each category.

QC3a

ASK IF 1+ MANAGER WORKING 35+ HOURS AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

The next few questions ask about average salaries for different members of staff. For each of these:

- Please tell us per **year if possible, or per month, week, hour or term** if this is easier.
- Please give the **gross salary**, before tax and national insurance
- If you are not sure of the exact average, please give us your **best estimate**

What is the **average full time equivalent salary** of a **manager** at <ServiceName>? That is, the average amount you pay a manager working 35 hours a week.

If owner/manager pay is taken as a draw-down from profits rather than as a monthly salary, please **INCLUDE** this here.

Don't know

QC3b

ASK IF RESPONSE (OTHER THAN DK) AT C3a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC4a

ASK IF 1+ MANAGER BUT ALL MANAGERS WORK <35 HOURS WEEK AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

The next few questions ask about average salaries for different members of staff. For each of these:

- Please tell us per **year if possible, or per month, week, hour or term** if this is easier
- We'll also ask you to tell us **how many hours a week** this average covers (e.g. average for a manager working 15 hours a week)
- Please give the **gross salary**, before tax and national insurance
- If you are not sure of the exact average, please give us your **best estimate**

What is the **average salary** of a **manager** at <ServiceName>?

Don't know

QC4b

ASK IF RESPONSE (OTHER THAN DK) AT C4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC4c

ASK IF RESPONSE (OTHER THAN DK) AT C4a
ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **manager's** salary cover?

Don't know

QC5a

ASK IF 1+ EARLY YEARS SUPERVISOR/ROOM SUPERVISOR WORKING 35+ HOURS AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of an **early years' supervisor / room supervisor** at <ServiceName>? That is, the average amount you pay a supervisor working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC5b

ASK IF RESPONSE (OTHER THAN DK) AT C5a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC6a

ASK IF 1+ EY SUPERVISOR/ROOM SUPERVISOR BUT ALL SUPERVISORS WORK <35 HOURS
WEEK AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of an **early years' supervisor / room supervisor** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC6b

ASK IF RESPONSE (OTHER THAN DK) AT C6a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC6c

ASK IF C6b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)

ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **early years' supervisor / room supervisor** salary cover?

Don't know

QC7a

ASK IF 1+ EARLY YEARS SUPERVISOR/ROOM SUPERVISOR WORKING 35+ HOURS AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of an **early years' practitioner** at <ServiceName>?
That is, the average amount you pay a practitioner working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC7b

ASK IF RESPONSE (OTHER THAN DK) AT C7a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC8a

ASK IF 1+ EY SUPERVISOR/ROOM SUPERVISOR BUT ALL SUPERVISORS WORK <35 HOURS
WEEK AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of an **early years' practitioner** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC8b

ASK IF RESPONSE (OTHER THAN DK) AT C8a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC8c

ASK IF C8b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)
ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **early years' practitioner's** salary cover?

Don't know

QC9a

ASK IF 1+ TRAINEE WORKING 35+ HOURS AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of a **paid trainee** at <ServiceName>? That is, the average amount you pay a practitioner working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC9b

ASK IF RESPONSE (OTHER THAN DK) AT C7a

And what period does that cover?

6. Year
7. Month
8. Week
9. Hour
10. Term

QC10a

ASK IF 1+ TRAINEE BUT ALL TRAINEES WORK <35 HOURS WEEK AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of a **paid trainee** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC10b

ASK IF RESPONSE (OTHER THAN DK) AT C8a

And what period does that cover?

6. Year
7. Month
8. Week
9. Hour
10. Term

QC10c

ASK IF C8b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)

ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **paid trainee's** salary cover?

Don't know

QC11

SA

ASK ALL

Do you currently contribute towards a **pension scheme** for any of your employees (including the statutory auto-enrolment scheme)?

1. Yes – all employees
2. Yes – some employees
3. No – we do not contribute towards an employee pension scheme

Don't know

SECTION D – OTHER COSTS

QDintro

The next set of questions are about non-staff costs. Again, if possible it would be helpful if you could tell us annual costs, but if this is difficult you can tell us for whatever time-period is easiest.

QD1

MA

ASK ALL

Which of these best describes your premises?

1. Rented from a private owner
2. Rented / provided for a fee from a charity / church
3. Rented from council / other public sector organisation
4. Provided rent free
5. Being bought with a mortgage
6. Owned outright

Don't know

QD2a

ALLOW NUMERIC RESPONSE IN £, RANGE £1 UP

ASK IF CODE 1, 2, 3 OR 5 AT QD2 (MORTGAGE OR RENT)

In the last year, month, week or term (whichever is easier), how much did you spend on **rent or mortgage payments** for <ServiceName>?

Don't know

QD2b

SA

ASK IF RESPONSE >=£1 AT D2a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term
5. Other period

QD2c

SA

ASK IF 'OTHER' (5) AT D2b

You ticked 'other'. What period did that rent/mortgage payment cover?

1. Every fortnight
2. Every four weeks
3. Every two months
4. Quarterly (every 3 months)
5. Twice a year (every 6 months)
6. Other – please specify

QD3 GRID

For **each of the costs** listed in this grid, we would like to know the **TOTAL SPENT** by <ServiceName> over the last year. For each cost heading, you can give the amount spent per year, month, week, term or quarter – whichever is easier. Use the drop down list to select the relevant period and the table will calculate the yearly spend for you to check.

If you have not spent anything on a particular category in the last year, please enter '£0'.

DOWN SIDE OF GRID

1. **Utilities** – such as gas, electricity, phone and internet
2. **Consumables** – e.g. food, nappies, toilet roll, cleaning materials etc.
3. **External catering costs**
4. **Play and learning equipment** (e.g. toys, books, play materials)
5. **Play and learning activities and services** (e.g. trips, external providers of play or learning activities)
6. **Course fees and expenses for staff training**
7. **ICT equipment and office supplies**
8. **Transport costs** (e.g. vehicle hire/maintenance)
9. **Maintaining or improving your building** (including salaries /costs for any maintenance staff and one-off maintenance costs)
10. **Contracts for building services** (e.g. waste management, cleaning, fire, pest control, boiler, etc.)
11. **Business rates**
12. **Other taxes excluding payroll taxes** (e.g. VAT, corporation taxes)
13. **Anything else, not covered above**

ALONG TOP OF GRID

TOTAL SPEND

ALLOW NUMERIC RESPONSE IN £, RANGE £0+

PERIOD COVERED

Year

Month

Weekly (term time only)

Weekly (year round)

Term

Quarter

TOTAL SPEND LAST YEAR

CALCULATED FROM TOTAL SPEND AND PERIOD COVERED AND SHOWN SO RESPONDENTS CAN SEE IT. I.E.:

- IF PERIOD = YEAR, TOTAL SPEND LAST YEAR = TOTAL SPEND X 1
- IF PERIOD = MONTH, TOTAL SPEND LAST YEAR = TOTAL SPEND X 12
- IF PERIOD = WEEKLY (TERMTIME ONLY), TOTAL SPEND LAST YEAR = TOTAL SPEND X 38
- IF PERIOD = WEEKLY (YEAR ROUND), TOTAL SPEND LAST YEAR = TOTAL SPEND X 52
- IF PERIOD = TERM, TOTAL SPEND LAST YEAR = TOTAL SPEND X 3
- IF PERIOD = QUARTER, TOTAL SPEND LAST YEAR = TOTAL SPEND X 4

QD4

OE

ASK IF RESPONSE >£0 FOR 'ANYTHING ELSE, NOT COVERED ABOVE' AT D3

Please give a brief description of any other costs you have incurred in the last year, that were not covered by the other items listed.

SECTION E – FEES AND INCOME

QE1

ASK ALL

Do the fees you charge **parents** for pre-school early learning and childcare for children aged 5 and under vary depending on the age of the child?

1. Yes, fees vary depending on age of child
2. No, fees are the same regardless of age of child

QE2a

GRID – RESPONSE IN EACH BOX

ASK IF 1 (YES) AT QE1

ALLOW NUMERIC RESPONSES FROM £0 UP

Please enter your standard **parent fee structure** for 2, 3 and 4 year-olds.

Please enter to the nearest whole £.

If a particular fee does not apply at <ServiceName>, please enter '£0' in the box.

If your fees for a particular category vary (other than by age of child), then please enter your average or typical fee for that category.

DOWN SIDE OF GRID

1. Cost per half-day session
2. Cost per full day
3. Cost per week
4. Cost per hour
5. Cost per term

ALONG TOP OF GRID

2 year-olds

3 year-olds

4 year-olds

QE2b**ANSWER ON EACH ROW****ASK IF 2 (NO) AT QE1****ALLOW NUMERIC RESPONSES FROM £0 UP**Please enter your standard **parent fee structure** for 2, 3 and 4 year-olds.

Please enter to the nearest whole £.

If a particular fee does not apply at <ServiceName>, please enter '£0' in the box.

If your fees for a particular category vary (other than by age of child), then please enter your average or typical fee for that category.

1. Cost per half-day session
2. Cost per full day
3. Cost per week
4. Cost per hour
5. Cost per term

QE3**SA ON EACH ROW****ASK ALL**

Please indicate whether each of the following are included in your standard session fees, charged for separately, or whether parents are asked to bring them in themselves?

DOWN SIDE

1. Lunchtime food and / or snacks
2. Nappies and / or wipes
3. Additional learning / play activities or trips

ACROSS TOP

1. Included in standard session fees
2. Charged for separately
3. Parents bring in themselves

Don't know

QE4a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from fees and additional charges paid by parents**?

Don't know

QE4b

SA

ASK IF RESPONSE >=£1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

QE5a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from council funding of early years learning and childcare places**?

Don't know

QE5b

SA

ASK IF RESPONSE >=£1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

QE6a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from other sources, such as fundraising**?

Don't know

QE6b

SA

ASK IF RESPONSE >=£1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

QF2

ASK ALL

SA

In a typical week, do any unpaid trainees, volunteers or parent helpers directly help support the delivery of early learning and childcare at <ServiceName>?

Yes

No

Don't know

QF3

ASK IF YES (1) AT QF2

GRID FORMAT

NUMERIC RESPONSE IN EACH CELL, RANGE 0 TO 100.

Please enter the **number of trainees/volunteers** who spend 35+, 15-34 or less than 15 hours with you in a typical week.

ALONG TOP

Number of unpaid trainees/volunteers helping for ...

DOWN SIDE

35+ hours/week

15-34 hours/week

Less than 15 hours/week

Don't know

Living Wage

QG1

ASK ALL

As you may know, the Scottish Government is aiming for all workers in Scotland to be paid the Scottish living wage, currently set at £9 an hour.

How many, if any, of your staff (including temporary workers) are currently paid **below** the Scottish Living Wage of £9 an hour?

ENTER NUMBER 0 TO 1000

Don't know

CHECK – IF NUMBER AT QG1 IS > TOTAL NUMBER OF STAFF (CALC BASED ON QC2b)

You said that you have <xx> staff paid below the Scottish Living Wage. This figure is higher than the total number of staff you indicated earlier in the survey (xx staff). Please check your answer. If you are having difficulties, please contact the research team on 0808 238 5376 for help.

QG2**ASK IF 1 OR MORE ENTERED AT QG1**

What is the average hourly rate paid to these <xx> staff, who are not currently paid at the Scottish Living Wage? If you are not sure, please give your best estimate.

ENTER NUMBER 0 to 8.99

Don't know

HARD CHECK – IF TRY TO ENTER 9+ AT G2, 'The Scottish Living Wage is £9 an hour. We are interested in the average hourly rate paid to staff who are paid BELOW this, so please enter a figure below £9.'

END TEXT

Thank you very much for taking the time to complete this. Your views will help shape the planning of childcare provision in your area. Just to remind you, your individual responses are confidential and will not be shared outside Ipsos MORI.

Chris Martin

chris.martin@ipsos.com

Rachel Ormston

rachel.ormston@ipsos.com