

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 AUGUST 2018Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH
NATIONAL IMPROVEMENT FRAMEWORK**PURPOSE**

1. The purpose of the report is to update elected members on the Education Department's progress in implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

RECOMMENDATION

2. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The 2018 National Improvement Framework and Improvement Plan was published in December 2017.

4. The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system-wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.

5. The priorities set out in the NIF mirror our own aspirations set out in our Community Plan and Fairer East Ren Plan, West Partnership Plan, Local Improvement Plan and Education Department vision of "*Everyone Attaining, Everyone Achieving through Excellent Experiences*".

6. Elected members will be aware of the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire*. The strategy is designed to tackle inequity and inequalities in educational outcomes and places an emphasis on curriculum, teaching and life-long learning along with putting the needs and circumstances of the individual learner at the centre.

7. The annual 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):

- 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

8. Education Scotland has been tasked with gathering some of the data used by the Scottish Government to evidence how effectively the improvement activity set out in the NIF is bringing about improvement across Scotland. Part of this information includes asking Local Authorities to provide high level, evidence based, evaluative comments for key themes associated with the NIF and Improvement Plan. A copy of the ERC response is attached as Appendix 1.

REPORT

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

10. Evidence for the report (Appendix 1) was drawn from various sources including:

- performance 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; and,
- quality reports on services, for example Customer Service Excellence.

11. Education Department guidance on improving quality of provision was refreshed in 2016-17 and 2017-18 to reflect the NIF and Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the 2017-2020 and 2018-2021 Local Improvement Plans. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.

12. A high level summary of the progress in East Renfrewshire with the four national priorities set out in the NIF is included on pages 5 to 8 of Appendix 1. Key highlights include:

- over the last three years, the proportion of children achieving the expected levels in literacy and numeracy at the key stages (P1, P4, P7 and S3) has either remained very high or increased;
- very strong and improving SQA results in S4, S5 and S6;
- improvements in the proportion of children and young people in the most deprived 20% achieving the expected levels in reading at P4 and P7; and numeracy across all stages;
- SQA analysis at S4 noted significant improvements for key equity groups;
- 100% of ERC schools evaluated the quality indicator '*Ensuring wellbeing, equality and inclusion*' (QI 3.1) as good or better in 2016-17 and 2017-18. This compares to 68% nationally (based on 2016-17 inspections);
- in 2016-17 96.1% of leavers were in a positive destination, increasing to 96.6% in the follow-up survey; and,

- over the past three years, the percentage of school leavers attaining vocational qualifications at SCQF Level 5 or Level 6 has increased; the ERC performance was significantly better than the national average.

13. In relation to the drivers of improvement included within the NIF and Improvement Plan, the following areas are noted:

- the recently approved Leadership Strategy;
- the extensive focus by establishments to ensure a shared understanding of standards and effective moderation of teachers' professional judgements;
- the impact of the Parental Engagement strategy;
- the development of Literacy and Numeracy and Mathematics strategies and associated professional learning to improve further the quality of the learning, teaching and assessment in these key areas; and,
- the rigorous processes in place to track, monitor and report on progress, including analysing, benchmarking and sharing best practice across the West Partnership and Scotland.

14. The implementation of priorities in the NIF and Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

RECOMMENDATION

16. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

Mhairi Shaw
Director of Education
23 August 2018

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Background Papers

National Improvement Framework:

<http://www.gov.scot/Publications/2017/12/2207>

Advancing Excellence and Equity in Education in East Renfrewshire

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=16950&p=0>

Local Improvement Plan 2018-2021

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=21767&p=0>

Appendix

1. Response to Education Scotland – Data gathering template

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National Improvement Framework Data Gathering Template – Qualitative Data
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<p>QI 1.3 Leadership of change</p> <p>QI 2.3 Learning, teaching and assessment</p> <p>QI 3.2 Raising attainment and achievement</p> <p style="color: red;">Evaluative comment on the process undertaken to evaluate the quality of your schools in these areas.</p>	<p>East Renfrewshire Council’s Education Department is fully committed to securing positive outcomes for all children and young people. The department’s vision statement – <i>‘Everyone Attaining, Everyone Achieving through Excellent Experiences’</i> – clearly demonstrates an ambition for all children and young people and sets out the responsibility placed on everyone who works in education to meet the needs of all and develop their skills and capabilities. This vision statement has provided the focus for professional dialogue between the department and school leaders. There is a consistent focus on excellence and equity and all educational establishments ensure that efforts and resources are targeted towards those who need support most. <i>Advancing Excellence and Equity in Education in East Renfrewshire</i> sets out how the authority plans to secure the vision, taking full account of the National Improvement Framework (NIF) priorities and driversⁱ.</p> <p>The Local Improvement Plan 2018-2021ⁱⁱ builds on this vision statement, giving detail of the intended outcomes and experiences we expect for our learners and the key steps leading to continuous improvement. The expected outcomes and impact are organised under the department’s vision statement and were reviewed and amended to reflect the NIF and the results of the department’s ongoing self-evaluation. The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the quality of 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.</p> <p>The Standards and Quality Report (S&Q)ⁱⁱⁱ details the progress made towards achieving the outcomes set out in the Local Improvement Plan. The 2017-18 S&Q report will be the first year that progress specifically in relation to the NIF will be reported.</p> <p>The quality improvement activities carried out last session allowed the department to continue to evaluate and consider how effective the processes and systems in place across the authority were in improving outcomes for all learners. The focus in 2017-18 included:</p> <ul style="list-style-type: none"> ✓ Education Scotland inspection of Giffnock Primary School and Nursery Class; ✓ Education Scotland inspection of St Mark’s Primary School; ✓ Barrhead Cluster Effective Transitions Thematic Review; ✓ Review of Children’s Experiences at the Early Level; ✓ Hillview Primary School Education Scotland Follow Through; ✓ Assessment Moderation events at school, cluster, local authority and regional level; and, ✓ School Improvement Partnerships. <p>Through this broad range of quality improvement activity there was specific focus on the Quality Indicators set out in HGIOS? 4 and HGIOELC? The features of highly effective practice and challenge questions were used effectively to stimulate high quality professional dialogue between groups of practitioners and the department. They helped identify the sorts of evidence which support self-evaluation and indicate the strengths across the authority and a shared understanding of the next steps.</p> <p>In 2016-17 the authority updated its questionnaires to reflect the themes in HGIOS? 4 including 1.3, 2.3 and 3.2. All ERC establishments are sampled over a four year period (2016-17 to 2019-20). Questionnaires are completed by all pupils (P3-S6), all Nursery Staff, Primary, Secondary Teachers and Support Staff and one in five parents / carers.</p>
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East Renfrewshire is very well placed to build capacity in establishments through well focused support, and rigorous processes to track, monitor and report on progress. Specifically in relation to the quality of our schools in terms of the three Quality Indicators – 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment and 3.2 Raising attainment and achievement a very wide range of robust evidence has been gathered; the review processes are summarised above and in the 2017 submission. The table below provide a summary of the proportion of primary, secondary and special schools evaluated as good or better in relation to the three NIF quality indicators.

	2016-17			2017-18
	ERC NIF Submission	All LA NIF Submission	ES Inspections (120 establishments Aug 2016 to June 2017)	ERC NIF Submission
QI 1.3	97%	75%	52%	100%
QI 2.3	97%	74%	52%	100%
QI 3.2	97%	70%	49%	100%

Along with monitoring progress through reviews, the Quality Improvement Team plays a crucial role in supporting establishments to plan for improvement and evaluate quality, in particular:

- Working with individual centres, schools and services in their evaluation of performance and provision;
- Assisting the establishment or service to identify the areas for improvement in the next cycle; and,
- Ensuring that the establishment improvement plan takes account of local and national priorities including the NIF.

Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy

Evaluative comment from EA.

The Education Department regularly monitors, evaluates and reports on the effectiveness of CfE teacher judgements as an integral part of our self-evaluation process. Key events are scheduled as part of our improvement cycle to analyse and benchmark teacher judgement data; reflect on feedback from staff through questionnaires and CLPL evaluations; and review progress through Standards & Quality reporting.

Over the past 5 school sessions, the authority embarked on an ambitious training programme in moderation and quality assurance of assessment in the early years, primary and secondary sectors. All schools have ‘moderation facilitators’ who have participated in focused professional learning and are able to lead developments in schools and clusters. All early years and primary staff including senior managers and quality improvement officers participate in authority wide assessment moderation events. In 2017-18 the authority undertook a programme of professional learning for the secondary sector in moderation, verification and quality assurance of assessment. In 2016-17 and 2017-18 we held moderation events for secondary school staff in each curricular area. The most recent series of training workshops have incorporated the national benchmarks and the new moderation cycle which has allowed all staff to engage in professional dialogue and activities focused on developing their understanding and confidence in the use of the benchmarks and in their understanding of what learners need to know and be able to do in order to achieve a level in all curricular areas. The impact of this professional learning on staff and moderated evidence is noted in the final section of the report.

In 2018, one ERC cluster participated in a highly evaluated Glasgow City Region Education Improvement Collaborative (West Partnership) moderation event with over 220 staff, from early years, primary and secondary sectors, from all eight local authorities. This event focused on

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	<p>reading, listening and talking. Next session, there are plans to lead another moderation event continuing the focus on literacy & English and incorporating aspects of numeracy & mathematics for those authorities who have this identified as an area for improvement.</p> <p>Teachers make their professional judgement with evaluations based on a wide range of evidence which takes account of breadth, challenge and application of learning. Each professional will have accumulated a sufficient body of evidence based on how learners overtake learning intentions and success criteria. The evidence will come from both formative and summative approaches to assessment involving formal assessments (including standardised assessments), observation of learner progress and on-going naturally occurring approaches to integrating learning and teaching with assessment. Summative and formative approaches to assessment often make use of the same instruments of assessment.</p> <p>There has been a significant focus on developing a shared understanding of standards within and across early learning and childcare establishments and schools; this work is continuing. The review of children’s experiences at the early level noted that children in all establishments are making very good progress across their learning and that in both ELC and P1 establishments, learners could confidently and articulately discuss their literacy and numeracy skills and demonstrate these at a high level in a variety of meaningful contexts. In all establishments visited there was a real commitment to curriculum design at early level, with current national and local educational initiatives supporting staff with the vision of a play based curriculum in nursery and primary 1. In almost all establishments staff could articulate a clear understanding of the curriculum rationale for early years.</p> <p>The effectiveness of moderation of assessment is also evidenced by the very good progress made from prior levels of attainment by children and young people between the key stages (P4, P7, S3). The proportion of young people also achieving Level 4 by the end of S3 has increased over the past three years and is consistent with increased presentations and attainment in National Qualifications in S4 and the very high and increasing levels of literacy and numeracy attainment (as set out in the local benchmarking measures).</p> <p>This area remains a key focus in the West Partnership Plan, our Local Improvement Plan and features in all School Improvement Plans for 2018-19.</p>
<p>Family learning</p> <p>Evaluative comment on the range, reach and impact of family learning in the local authority.</p>	<p>Questionnaire data indicates that 87% (cumulatively based on 2016-17 and 2017-18 surveys) of parents reported that their child’s school gives them advice on how to support learning at home. A number of our schools have continued to use their School Improvement Partnerships and PEF funding to work with particular groups of parents on ways to support children’s learning at home. One such positive example involved parental participation in a series of coaching workshops exploring how to support progression of phonological awareness skills at home in a fun and playful way. Inter-generational projects have been undertaken in an increasing number of schools and are becoming a core feature of the community partnerships in a few establishments. The majority of Primary Schools have included Family Learning and increased engagement of parents in their child’s learning at home, or at school within their improvement plans for 2018-19 as they continue to develop their approaches in this area. In some cases clusters are working together to share best practice, evaluate and moderate their activity using the Family Centred Approaches Framework.</p> <p>This remains a key priority within the 2018-2021 Local Improvement Plan.</p>

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<p>Impact of parents on improvement</p> <p>Comment on the progress made against the annual report on the authority's strategy for parental involvement (or other similar document) if in place.</p>	<p>All schools involve parents in planning for improvement. This ranges from consultation with the Parent Council to informal coffee and chat sessions where the wider parent forum can share their ideas and opinions regarding proposed improvements. All schools seek parent's views through annual questionnaires and through feedback relating to specific events to ensure evidence of impact of planned improvements. Increasingly, schools are using digital platforms to capture parents' views regarding their improvement agenda, for example by sharing simple online forms via social media or text message.</p> <p>In questionnaires 63% of parents indicated that their child's school takes their views into account when making changes. 94% of parents responded that they felt comfortable approaching the school with questions, suggestions and/or a problem. All schools have created easy to understand parent versions of their improvement plans and standards and quality reports, in best practice parents were actively involved in this to ensure that the information was being shared in a way that met their needs. Almost all (92%) staff agreed that their school's arrangements for engaging parents in their children's learning were effective.</p> <p>Connect worked with parent councils and delivered training as part of our head teacher induction programme to support the operation of parent councils within our schools, all events were evaluated positively and participants felt they would have an impact on practice. In authority questionnaires 88% of parents stated that they were kept informed about the work of the Parent Council and/or parent association with 76% feeling encouraged to be involved in the work of Parent Council and/or parent association. 92% of parents would recommend the school to other parents and 94% were satisfied with the school. The local authority shared a self-evaluation toolkit with all Parent Councils, they were encouraged to evaluate their effectiveness in a range of areas. The majority of schools returned the completed self-evaluation which highlighted communication with the wider parent forum and involvement in school improvement as areas for improvement. The local authority will continue to support schools and Parent Councils to address the issues raised.</p> <p>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. All our Early Learning and Childcare (ELC) establishments offer excellent services for families. 100% of ELC establishments and Primary Schools have achieved Family Friendly Status at bronze level, 85% of ELC establishments and 22% of primary schools have achieved Family Centred Status at silver level and one ELC establishment has 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.</p>
<p>School improvement planning is done in collaboration with teachers and parents</p> <p>Evaluative comment on staff, pupil and parent collaboration with school</p>	<p>All establishments involve staff, pupils and parents in the school improvement planning process. Pupils' views are sought in a range of different ways – pupil councils, pupil leadership committees, questionnaires, learner conversations, pupil parliaments, learning visits, House Captain meetings, mini-management meetings with HTs, HT forum sessions – to ensure their suggestions are taken on board and used to inform priorities for improvement. Schools and centres have started to engage with <i>Learner Participation in Educational Settings (3-18)</i> and <i>HGIOS?: A resource to support learner participation in self-evaluation and school improvement</i> in order to further develop pupil voice in improvement planning. Schools have also developed pupil friendly versions of their improvement plans.</p> <p>Staff are regularly involved in the self-evaluation process which informs the school improvement cycle. They are involved in the process of</p>

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<p>improvement planning across the authority.</p>	<p>change at individual, departmental/faculty and whole school level and have many opportunities to contribute to plans for continuous improvement through other vehicles, such as, collegiate meetings, working groups, professional dialogue, planning for professional learning opportunities etc. During 2017-18 a new model for Subject Focused Improvement Collaborative Visits by secondary departments was developed in consultation with Principal Teachers and Deputes. Its aim is to further develop the culture of collaboration within and across schools, to drive innovation and sharing of practice to secure collective improvement.</p> <p>Details of parental involvement are noted above.</p> <p>As a result of this collaboration with school improvement planning, stakeholders have a clear ownership of the vision, values and aims of the school community, their responsibility within that and a better understanding of how they can work together to achieve the aims set out in the improvement plan.</p> <p>Authority questionnaire responses earlier this year indicated that 89% pupils said that they had opportunities to take part in a school committee and 75% felt that the school listened to their views and takes them into account. For teaching staff, most felt that they have regular opportunity to undertake leadership roles (84%) and are involved in agreeing the priorities for the school (79%). 90% felt actively involved in the school's ongoing self-evaluation processes.</p>
<p>School Improvement plans reflect the national priorities as set out in the NIF</p> <p>Evaluative comment on consistency across schools.</p>	<p>Training sessions and associated guidance were provided for all Head Teachers and senior managers in 2016-17 and refreshed in 2017-18 to reflect the 2018 NIF Improvement Plan. Their purpose was to support establishments / clusters in developing improvement plans and approaches to self-evaluation. The focus was on the improvement planning cycle and its continuous focus on what is working well and what needs to improve and took account of guidance in How good is our early learning and childcare? (HGIOELC?), How good is our school? 4 (HGIOS?4) and How good is OUR School.</p> <p>Part of the guidance indicated the importance of identifying aspects of performance in which improvement is necessary whilst giving due weight to major strategic priorities, local and national. In particular, establishments were asked to take account of the Education Department Local Improvement Plan 2018-2021 which includes clear links to the National Improvement Framework and Improvement Plan 2018.</p> <p>In questionnaires, almost all staff agreed that they had a clear understanding of the social, cultural and economic context of their school (97%) and that they use data effectively to identify and reduce inequalities in children and young people's outcomes (94%).</p> <p>All early learning and childcare establishments' and schools' improvement planning documentation across the authority reflects the national priorities as set out in the National Improvement Framework. Link Quality Improvement Officers audited the plans to ensure each takes account of the key priorities in the NIF and our Local Improvement Plan. These plans and their impact are also monitored through Transition Reviews, aspect and thematic reviews and by link QIOs.</p>
<p>Progress with the priorities set out in the NIF</p>	<p>As in the previous section, the key priorities set out in the NIF are a central feature of our self-evaluation and improvement planning cycle. A summary of the key highlights in relation to the NIF priorities is set out below. More details are also available in the ERC Statistical Summary Report (SSR). It is noted that there is no new senior phase attainment data since the 2017 NIF submission; 2017-18 CfE data is not yet</p>

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<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvements in children and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people <p style="color: red; font-weight: normal;">Evaluative comment on progress that is being made in relation to the national priorities across schools.</p>	<p>available.</p> <p><u>Attainment in Literacy and Numeracy</u></p> <p>The proportion of children and young people achieving the minimum expected levels in literacy and numeracy at the key stages (P1, P4, P7, S3) has either remained at very high levels or increased over the past three years. In 2016/17, there have been significant increases when compared to the 2014/15 baseline in Numeracy across all stages, Reading at P4 and S3, and Writing at P4 and S3. In 2016/17, East Renfrewshire compared very favourably to the national averages and was ranked in the top two local authority areas across all primary CfE literacy and numeracy measures. Attainment in literacy and numeracy at S3 has increased over the past three years at the third and fourth levels with the proportion of young people achieving fourth level ranked in the top two local authority areas in 2016/17.^{iv}</p> <p>The proportion of young people achieving qualifications in literacy and numeracy at SCQF level 5+ in S4 has increased in both quantity and quality to the highest level recorded in 2016/17. The proportion achieving SCQF level 4+ in S4 has also remained consistently very high. Analysis of progression from S2 Standardised Tests to S4 National Qualifications provides clear evidence that learners are making very good progress from their prior levels of attainment. The proportion of leavers attaining literacy and numeracy combined at SCQF levels 3+ to 6+ has followed a similar trend with the highest performance recorded in 2016/17 at level 5+, whilst maintaining very high proportions of young people achieving levels 4+ and 6+. These performances compare very favourably to the national averages and are predominantly much greater than our Regional Collaborative and Virtual Comparator. Although it is evident that improvements in literacy and numeracy are raising attainment across the curriculum, this area remains a key focus for ongoing improvement with key strategies recently developed to ensure excellence and equity for all.</p> <p><u>Attainment over time</u></p> <p>At S4, the proportion of young people attaining 1+ to 10+ courses at SCQF levels 3+ and 4+; and the percentage of young people attaining 1+ to 9+ courses at SCQF levels 5C+, 5B+ and 5A+ was significantly above the Virtual Comparator in 2017. There has been an increasing trend over the past five years; presentations at National 5 increased to 85.2% of the S4 roll in 2017 with 91.6% of presentations resulting in an A-C award. Notably, the proportion of young people achieving 8+ SCQF 5C+ and 5A+ awards reached record levels in 2017 at 53% and 20% respectively.</p> <p>The proportion of young people attaining 1+ to 5+ courses across SCQF levels 5A+ to 5C+ and 6A+ to 6C+ in S5 and S6; and 1+ across SCQF levels 7A+ to 7C+ in S6, were also significantly above the Virtual Comparator. There has been an increasing trend over the past five years; presentations at Higher have increased to an average of 3.97 per S5 pupil in 2017 with 87% of presentations resulting in an A-C award. Notably, the proportion of young people achieving 5+ SCQF 6A+ in S5 reached a record high of 14.0% in 2017.</p> <p><u>Closing the attainment gap</u></p> <p>The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools. The analysis of outcomes for children and young people in the key equity groups are a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan improvement activity; and set targets. In our questionnaires across 21 establishments, almost all support and teaching staff reported that they had a clear understanding of the social, cultural and economic context of their school.</p>
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Our establishments carry out a baseline and developmental milestones assessment at the start of Primary one. This data is analysed across all key equity groups to inform progress towards closing the gap; highlight longitudinal trends in attainment; and inform next steps. We have evidence of increases at local authority level in the overall baseline raw scores in literacy and the achievement of developmental milestones by children in the most deprived 30% as measured by SIMD.

The department leads and co-ordinates the standardised test programme across Primary 1, 3, 5, 7 and Secondary 2. Data from these assessments are analysed across all key equity groups and presented to Senior Leadership teams at local authority and school level.

In 2016/17, East Renfrewshire performed significantly above the national values across all areas and stages for Curriculum for Excellence teacher judgements. We noted an increase in the proportion of children and young people in the most deprived 20% achieving minimum expected standards in Reading at P4 and P7; and Numeracy across all stages. At S3 in 2016/17, the local authority performed above national values across all quintiles at levels 4 for Reading, Writing, Listening and Talking and Numeracy. In 2016/17, the local authority also performed above national values across all quintiles and at all levels in Numeracy.

In 2016-17, the proportion of primary and secondary pupils in SIMD 1-2 achieving the expected CfE levels in writing decreased. The literacy strategy developed in 2017 and related professional learning will help to address the inequality in outcomes.

Our SQA analysis at S4 noted significant improvements for key equity groups. There have been increases in the total cumulative insight points of S4 pupils in the lowest 20% and most deprived 30% of 28% and 31% respectively over the past five years. In 2017, the proportion of young people achieving less than 263 insight points, equivalent to eight National 4 qualifications, also reduced to 6.1% of the S4 roll.

The proportion of minority ethnic young people with an initial positive destination followed an increasing trend over the past five years. The proportion of males achieving an initial positive destination has also increased to a record high of 95.9% in 2016/17.

Improvements in children and young people’s health and wellbeing

A new Relationships, Sexual Health and Parenthood Education resource has been introduced to secondary schools. CLPL to support the introduction and delivery of the resource has been successfully delivered. Additional CLPL on “Consent” was very well received providing enhanced learning for participants. Staff successfully undertook Train the Trainer CLPL on LGBT issues for Primary schools delivered by Stonewall as part of our Stonewall Education Champions status. This has increased knowledge of LGBT issues and contributed positively to the support provided to pupils and parents. Positive engagement with Rape Crisis Scotland and Scottish Woman’s Aid is further developing the quality and consistency of curricular resources. In questionnaires, 94% of staff indicated that children were treated fairly and with respect by staff, with 90% of children agreeing with this. 93% of staff also indicated that children and young people were encouraged and supported to treat others with respect, 82% of pupils agreed that other pupils treated them with respect.

The Education Department has very effective arrangements in place in relation to safeguarding. Almost all pupils (92%) feel safe in school and almost all staff understand how to apply the school’s procedures relating to child protection and safeguarding (98%). The multi-agency child protection audit has identified areas for improvement across child protection practice. Child protection coordinators’ awareness and understanding of issues such as child sexual exploitation, child trafficking and significant case review is supported and enhanced by their participation in networking meetings led by the Lead Officer for child protection. The Standard Circular on Child Protection has been updated.

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A Health and Wellbeing Action Plan has been developed taking forward a range of actions from the Health and Wellbeing Review carried out in 2016-17. Schools continue to pursue the Rights Respecting School Award with 9 schools at Gold level and 11 at Silver. The PE Lead Officer introduced a range of positive interventions including Loose Moves and the PE champions network. Based on questionnaires 74% of pupils indicated that they took part in out-of-class activities and school clubs.

100% of ERC schools evaluated QI 3.1 as good or better in 2016-17 and 2017-18, this compares to 68% nationally (based on inspections).

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School leaver destinations remain consistently high and above the national average. In 2016-17 96.1% of leavers were in a positive destination, increasing to 96.6% in the follow up survey. This was second highest result to-date and well above the national average. In addition the latest participation data (2017) indicated that 96.2% of ERC 16-19 year olds were participating, this was well above the national figure of 91.1% and the highest result for mainland LAs.

Extensive use of the national data-hub in schools and with partners supports the development of appropriate pathways for all young people. The ERC vocational programme delivers over 50 courses, ranging from level 1 to level 8 to around 500 students including over 50 young people undertaking Foundation Apprenticeships across a range of frameworks. In partnership with SDS, professional learning has been delivered to primary head teachers to support the implementation of the Career Education Standard and extend the use of My World of Work.

The latest data provided by the Scottish Government in relation to the percentage of school leavers attaining vocational qualifications is noted below^v. At both SCQF Level 5 and Level 6, in 2016-17 ERC performed significantly better than the national average.

	ERC			National		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1 or more at SCQF Level 5 or better	8.6%	15.3%	16.5%	9%	10.7%	12.8%
1 or more at SCQF Level 6 or better	2.4%	5.8%	7.9%	1.3%	1.9%	2.5%

Further details of progress in this area to 2017 can be found in the authority's DYW Progress Report ^{vi}.

Practitioners have a common understanding of expectations in literacy

Each year the Education Department has a Quality Improvement Calendar which comprises a range of activities used to evaluate and consider how well we are doing?, how we know? and what we are going to do next? We have strong systems in place to self-evaluate our policy and practice effectively and objectively which provides us with a valuable picture of what is having most impact on learners and their outcomes and what our next steps and plans for improvement will be.

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<p>and numeracy across all curriculum areas</p> <p>Evaluative comment on how well this is evidenced across the authority.</p>	<p>As detailed in section 1, there is a broad range of quality improvement activity with specific focus on the Quality Indicators set out in HGIOS? 4 and HGIOELC?</p> <p>In questionnaires, staff indicated that almost all staff (92%) felt that they had a shared understanding of their 'responsibility for all' in literacy, numeracy and health and wellbeing. In addition 89% agreed that they regularly engaged in effective moderation activities that agree standards and expectations and 91% agreed that they received appropriate support for planning, preparation and assessment.</p> <p>In evaluating the Assessment Moderation event for ELC and primary establishments last session, staff identified the opportunity to engage in professional dialogue in order to share good practice and develop a clear understanding of the standards and expectations as set out within the Experiences and Outcomes as a clear strength. 99% of the Moderation Facilitators noted that moderation of assessment in the Broad General Education continues to have an impact on their day to day practice. In addition in 2017-18 91% of the pieces of evidence submitted by ELC establishments and 78% of primary school pieces learners were judged to have met the standard / confirmed teacher judgements.</p> <p>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. It continues to be monitored on an ongoing basis within the Education Department with progress reported to the Education Committee on an annual basis through annual presentations on attainment and through the department's and schools' Standards and Quality Reports. Accompanying CLPL for staff across all establishments has been very positively evaluated in terms of the impact on practice and on teacher confidence.</p> <p>The East Renfrewshire Numeracy & Mathematics Strategy was launched in March 2018 with the overarching aim to ensure all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. It aims to improve:</p> <ol style="list-style-type: none"> 1. outcomes and reduce inequalities in numeracy & mathematics development; 2. attainment in numeracy & mathematics throughout the years of the broad general education and senior phase; 3. confidence and fluency in mathematics for children, young people and parents and all those who deliver mathematics education; 4. the employability skills of pupils, school leavers and adults; 5. the quality of learning, teaching and assessment; and, 6. public attitudes to numeracy & mathematics <p>More details of the actions designed to deliver the aims, the associated performance indicators and reporting arrangements can be found in the strategy^{vii}.</p> <p>The Numeracy & Maths Action plan also informs the areas for improvement and priorities for the Local Improvement Plan. A representative from the Quality Improvement Team attends the Education Scotland Numeracy Hub Champion network meetings three times a year to ensure the national numeracy & mathematics hub is used to support colleagues in schools and early years' settings and to hear key messages at a national level.</p>
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A member of the Quality Improvement Team is part of the West Partnership Maths Development Group which is responsible for taking forward relevant recommendations from Making Maths Count Report (2016). The group held a highly evaluated conference in September 2017 which was aimed at raising attainment in numeracy and mathematics. There was a keynote speech delivered by Heather Reid which was followed by a series of workshops led by practitioners from the eight local authorities. This event also featured as an example of good practice in the Making Maths Count: One Year Review Report.

The authority numeracy & mathematics planning documentation has been reviewed in line with national benchmarks by practitioners across all sectors working alongside the strategic planning group. This reviewed set of guidance will be launched to practitioners in session 2018-19 across all schools and early years' establishments and will be followed by a series of professional learning opportunities for identified practitioners to support and build confidence and fluency in maths for children, young people, parents and all those who deliver numeracy & mathematics education.

ⁱ <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19312&p=0>

ⁱⁱ <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=21767&p=0>

ⁱⁱⁱ <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=22137&p=0>

^{iv} <http://www.gov.scot/Publications/2017/12/5300/downloads>

^v <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/AttainmentLeavers1617>

^{vi} <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=20569&p=0>

^{vii} <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=22330&p=0>