

Department of Corporate and Community Services

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Date: 15 January 2021

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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 on **Thursday, 21 January 2021 at 10.00am.**

The agenda of business is as listed below.

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Please note this is a virtual meeting.

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Draft Standards and Quality Report 2019-2020 – Report by Director of Education (copy attached, pages 3 - 28).**
4. **Draft Local Improvement Plan 2021-2024 – Report by Director of Education (copy attached, pages 29 - 40).**
5. **Results of the Consultation on the Implementation of the Entitlement to 1140 Hours of Early Learning and Childcare (copy attached, pages 41 - 58).**
6. **East Renfrewshire’s Children and Young People Services Plan 2020-2023 – Report by Director of Education (copy attached, pages 59 - 114).**

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 COMMITTEE21 January 2021Report by Director of EducationDRAFT STANDARDS AND QUALITY REPORT 2019 - 2020**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 2019 - 2020.

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 2019 and reflected the National Outcomes for Education, the Council's Community Plan; the department's contributions to the Council's Outcome Delivery Plan 2019 – 2022. 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 2019-20 report has again been designed to provide a more concise, visual and high level summary of the progress made in implementing the 2019-22 Local Improvement Plan.

9. With committee approval, the Department plans to issue the report electronically to all parents 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.

Mark Ratter
Director of Education
21 January 2021

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

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Appendices

1. Draft Standards and Quality Report 2019 - 2020

Background Papers

1. Local Improvement Plan 2019- 2022

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Standards and Quality Report 2019-20



Everyone Attaining, Everyone Achieving through Excellent Experiences

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Everyone Attaining, Everyone Achieving through Excellent Experiences



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Foreword

East Renfrewshire Council continues to provide the highest quality services for all residents. This Standards and Quality Report 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 and centres, commented very favourably on the practice they observed.

This year has been a different year. The COVID-19 pandemic has presented new challenges for East Renfrewshire's residents, families, children, young people, council staff and leaders alike. However, it has also highlighted the strength of our team working and our capacity to adapt, collaborate and support each other. The speed with which our schools and services developed online delivery models to provide continuity of learning for our children and young people, and the wider support for children, young people and families provided by the department following school closure in March 2020, are testament to the commitment of staff at all levels to ensuring the best possible outcomes for our learners in all circumstances. Under the leadership of our new Director of Education, Dr Mark Ratter, I am confident the department will continue to exemplify the council's values of ambition, kindness and trust.



The Education Department remains 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 2019-20.

Councillor Paul O'Kane,
Convener for Education and Equalities



The Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* 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 during session 2019-20 towards each of the target outcomes and impacts detailed in the Education Department's Local Improvement Plan for 2019-22. This report also clearly demonstrates the progress we have made towards the four national priorities set out in the National Improvement Framework.

A commitment to improving children and young people's health and wellbeing is at the core of all aspects of the education department's work. This report outlines the many ways in which children and young people in East Renfrewshire are being supported through enriching, engaging experiences which will help them to become healthy, active and confident citizens.



Introduction

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 Qualifications Authority examinations and the continuing development and success of our vocational programme. There is clear evidence that we have raised the bar for all and we are closing the poverty related attainment gap.

Through the self-evaluation activities which have informed this report, the department has identified next steps in achieving our vision. These will be taken forward over the next three sessions through implementation of our Local Improvement Plan 2020-23. The strong culture of collaboration and empowerment within the department, together with the high ambitions and standards we set for ourselves, combine to create a very high capacity for continuous improvement.

I am deeply committed to providing the very highest standards of education and care to allow every child, young person and resident in East Renfrewshire to enjoy the fullest benefits of lifelong learning. I am delighted to lead the department as we work together to deliver our vision and strive to achieve excellence and equity for all.

Mark Ratter,
Director of Education



Background Information

About the Education Department

In 2019-20, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-four primary schools, of which thirteen have nursery classes, eight family centres and one school for children and young people 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 2019-22. 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.

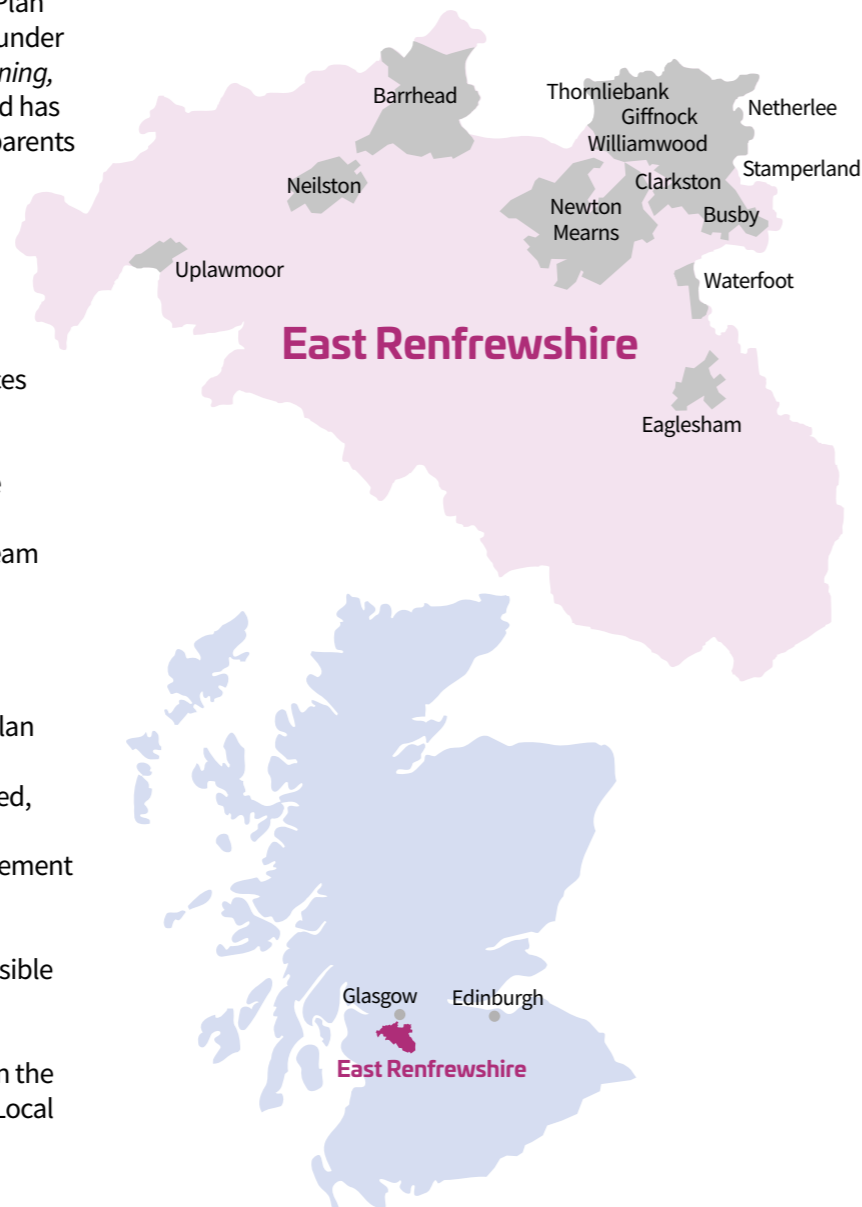
Evidence for the Standards and Quality Report is gathered through:

- Effective Transition Reviews
- Support and Protection Reviews
- 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 2019-20

During session 2019-20, 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:

St John's Primary School

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

Giffnock Primary School

Care Inspectorate

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

Arthurlie Family Centre

Braidbar Nursery Class

Carolside Nursery Class

Isobel Mair Family Centre

Standards & Quality and Thematic Reviews

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

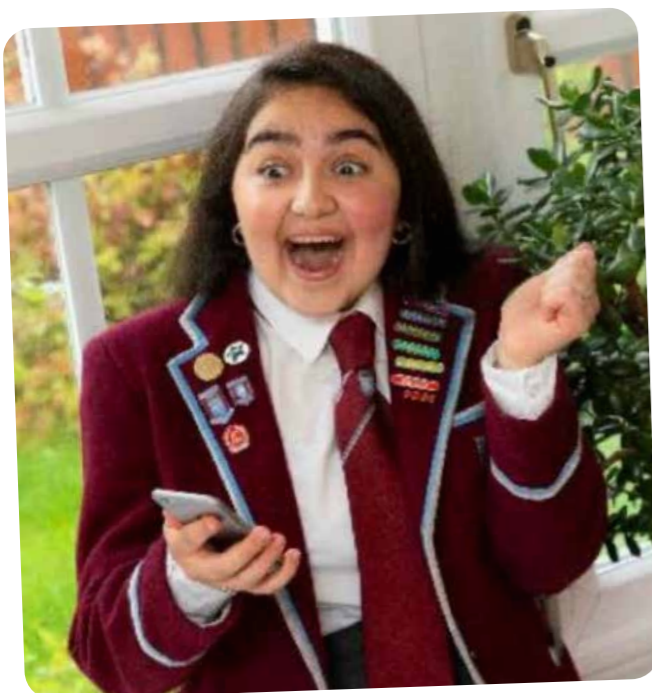
- A thematic review of the implementation of the 1+2 Languages Approach took place, looking at the extent to which the national policy has been successfully implemented in East Renfrewshire Schools and the quality of learning and teaching in Modern Languages 3-18.
- Schools in the St Luke's Cluster, including Arthurlie Family Centre, McCready Family Centre, St John's Primary School, St Mark's Primary School, St Thomas' Primary School and St Luke's 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 Braidbar Primary School and Nursery Class.
- An Improvement Visit took place at Carolside Primary School and Nursery Class.
- Collaborative Improvement Visits took place in secondary Modern Languages, RME/RMPS and Social Subjects departments.



Everyone Attaining

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

East Renfrewshire continues to advance equity and excellence throughout a wide range of local and national attainment measures. Our children and young people achieve 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.



Senior Phase Attainment

Pupils across East Renfrewshire excelled in SQA qualifications with once again another year of outstanding results. These achievements are a tribute to the hard work of pupils, who have also been very well supported by staff and parents. In particular:



81% of young people in S4 attained 5 or more qualifications at National 5. This was the highest performance to date and represents a 20% increase since 2011. East Renfrewshire compares very favourably to comparative national measures.

Barrhead, Eastwood, Mearns Castle, St Ninian's and Woodfarm High Schools achieved their best ever performance in 5 or more qualifications at National 5 with 65%, 82%, 86%, 88% and 81% respectively. Williamwood High School achieved their second best result to date with 86% achieving this measure.



The Council recorded best ever performances in the proportion of S5 learners achieving 1+, 3+ and 5+ Highers in S5 with 87%, 72% and 50% respectively.

Barrhead, Eastwood and Woodfarm High Schools recorded best ever performances at 1+, 3+ and 5+ Highers in S5.



The most significant increases in attainment at Level 6 in S5 were 21% in Barrhead and 9% in Eastwood for 1+ Highers; 12.5% in Barrhead and 10% in Eastwood for 3+ Highers; and 13% in Eastwood and 8.5% in St Ninian's for 5+ Highers.

At Advanced Higher in S6, the authority also achieved its best ever performance with 45.5% of the original S4 cohort achieving 1 or more Advanced Higher awards.



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Baseline Performance

Primary schools assess the literacy and numeracy skills of all pupils following entry to P1 so that children's progress over time can be closely monitored to support their learning. From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2019-20, the average raw score in numeracy has increased from 48% to 59% and in literacy it has increased from 53% to 59%.



Literacy strategy

Improving literacy skills is a focus across all establishments and CLPL has continued to focus on aspects of literacy which have been identified as school improvement priorities. In particular, reading has continued to be a priority and the roll out of Reading Recovery across East Renfrewshire establishments has been effective. Those children who participated in the Reading Recovery programme this session demonstrated improved reading ages of, on average, two years. Our newly developed programme, Together Better Readers, has continued to bring about improvements in reading for older pupils.

Following school closures in March 2020 new programmes were developed by Reading Recovery Teacher Leaders to address gaps in reading resulting from the impact of COVID-19. The new programmes, Daily Literacy Learning and TRAIL (Together Raising Attainment in Literacy) will use the methodologies of Reading Recovery to support literacy development for groups of children and for classes and stages.

Numeracy & Maths Strategy

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

As part of the strategy there is a commitment to provide high quality professional learning opportunities for staff from all sectors, to ensure they feel confident in the delivery of this area of the curriculum. A suite of workshops was on offer to all staff during 2019-20, led by practitioners from across all clusters and all sectors. Overall the sessions were evaluated by almost all participants as having increased their knowledge of the subject area, and having provided them with new approaches to incorporate into their practice. Almost all evaluated the sessions as good, very good or excellent.

To ensure trained 'Maths Champions' in each establishment were provided with support to lead in this area, there were regular network meetings to allow for the sharing of good practice and continued professional learning opportunities. The Numeracy & Maths Strategic Group also met regularly throughout the session to review the action plan, reflect on progress and plan next steps.

"It has inspired and motivated me - for my teaching in numeracy and mathematics and throughout the curriculum."

Participant, Numeracy & Maths workshop



Raising the Bar and Closing the Gap

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. Attainment evidence demonstrates that East Renfrewshire schools continue to close the poverty related attainment gap while improving attainment for all.

In particular:

Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 achieving their milestones on entry to P1 has increased at double the rate of children residing in decile 8-10 areas, since 2016-17.



2019-20 analysis shows that the gap in the average S2 standardised assessment score between pupils residing in SIMD 1-3 and SIMD 8-10 has decreased over a three year period in both maths and reading; analysis shows a similar trend between those pupils entitled to a free school meal and those who are not.



In 2019 the proportion of school leavers residing in SIMD deciles 1-3 and entering a positive destination increased to an all-time high. Since 2015, the proportion of pupils living in SIMD deciles 1-3 entering a positive destination has increased by around 3.5% more than the proportion of those residing in SIMD deciles 8-10.



Outcomes for looked after children and care leavers is a key focus of East Renfrewshire's Corporate Parenting Strategy. Part 9 of The Children and Young People (Scotland) Act 2014 specifies Corporate Parenting duties and responsibilities which apply to all looked after children and care leavers in East Renfrewshire Council. East Renfrewshire is committed to working with statutory and non-statutory partners to assist them in identifying creative and innovative ideas to enable them to address their Corporate Parenting duties.

The proportion of young people with free meal entitlement in S4 attaining 5 or more National 5 A-C awards was 47%; this represents an overall increasing trend in this measure compared with 40% in 2017-18. In questionnaires 99% of teachers agreed that they have a clear understanding of the social, cultural and economic context of the school.



Pupil Equity Funding

East Renfrewshire schools were allocated a total of £1,353,017 in Pupil Equity Funding (PEF) from Scottish Government for session 2019-2020. Head teachers developed PEF plans detailing how each school's funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In light of changes to national guidance, updated guidance for schools on planning and reporting on PEF spending was issued by the Education Department to schools in April 2020.

Most primary schools continued to use a proportion of their PEF allocation to support the implementation of Reading Recovery. Schools selected target groups through analysis of their own attainment data. All primary schools who adopted this intervention reported significant improvements for all children who participated, particularly in relation to children's reading ages. Ongoing assessment and focused tracking provided detailed information on pupil progress throughout the course of the intervention.

At individual school level, improvements reported by head teachers included the following:

- Attainment in reading and mathematics as measured by standardised test scores
- Reading age of pupils, reading comprehension skills, basic decoding skills and spelling
- Improvement in attendance
- Pupil motivation, engagement, confidence and self-esteem
- Pupil participation in extra-curricular opportunities
- Digital skills and confidence amongst children and young people, as well as staff.

Raising Attainment

The Quality Improvement Team regularly support and challenge schools to raise attainment through the strategic use of analytical tools both locally and nationally. Senior staff in primary schools attended a refresher course in the use of our tracking database software that supported staff to analyse school performance, ensure appropriate pace of learning and to identify and target support towards children in key equity groups. A self-evaluation course to facilitate the analysis and reporting of Quality Indicator 3.2 was introduced this year for Primary Head Teachers. This supported Head Teachers to improve their data literacy; analyse excellence and equity outcomes of individuals, groups and cohorts; and record a self-evaluative summary for their school.

Training on the BGE Benchmarking Tool was provided to support teaching staff and school leaders to expand their use of this tool to interrogate data and further improve outcomes for learners. The department also created an innovative SQA Estimate Tool to support the analysis and Quality Assurance of centre estimates. This resulted in professional dialogue with all schools to ensure accuracy and integrity.

Due to the Covid-19 pandemic, all schools across Scotland closed on 20 March 2020. Teacher professional judgements of pupils' progress in learning in literacy and numeracy in the Board General Education are normally recorded in the second week of June each year and are submitted to the Scottish Government to support analysis of progress towards the ambitions of the National Improvement Framework. As a result of the school closures, teacher professional judgements of pupil progress were not collected locally or nationally therefore the Curriculum for Excellence teacher judgements for P1, P4, P7 and S3 were not recorded for 2019-20.

The Education Department set ambitious and challenging three year average targets (2018-19 to 2020-21) for educational establishments on the proportion of pupils attaining appropriately within each of the literacy and numeracy curricular areas. As a consequence of non-recording of teacher judgements in 2019-20, the three year average targets will now be reviewed and updated.



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

Moderation

The Education Department regularly monitors, evaluates and reports on the effectiveness of Curriculum for Excellence 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 7 school sessions, the authority has undertaken an ambitious training programme in moderation and quality assurance of assessment in the early years, primary and secondary sectors. All establishments have moderation facilitators who participated during 2019-20 in focused professional learning and are able to lead developments at school, cluster and local authority levels.

In February 2020 a local authority moderation event was held where all early years and primary practitioners, and identified secondary Mathematics, Science and Technology practitioners, participated together with senior leaders in moderation groups to discuss standards and expectations.

685 participants completed evaluations (79% of total participants). 97% of primary teachers agreed with the statement, 'The professional dialogue today has allowed me to reflect on my own learning, teaching and assessment approaches'; this figure was 75% for secondary teachers, 99% for Early Learning and Childcare practitioners and 100% for teachers in schools for children and young people with additional support needs.



School Improvement Partnership Programme

The School Improvement Partnership Programme (SIPP) continued with 13 partnerships formed across East Renfrewshire educational establishments, including one out-of-authority partnership. The Educational Psychology Service continued to support the programme strategically and with input on research methodology to raise attainment in literacy, numeracy and health and wellbeing, for targeted vulnerable learners. The evaluation showed that SIPP practitioners particularly valued collaborating with other colleagues to research and plan their intervention.

"I enjoyed this year's SIPP as I really saw a difference in the confidence in storytelling and more engagement in drawing from some of the children I was working with."

Nursery Teacher

Raising Attainment and Achievement

As part of the Education Department's annual improvement planning and reporting cycle, all schools evaluate their performance against key quality indicators from How Good Is Our School?4. The Quality Improvement Team work together with Head Teachers to ensure that each school's self-evaluation is rigorous and takes account of a wide range of evidence gathered from diverse sources and involving all stakeholders.

In 2019-20, 100% of schools continued to be evaluated as 'good' or better for raising attainment and achievement. 34% were evaluated as 'very good' and 25% as 'excellent'.

HMIe inspected one East Renfrewshire primary school in 2019-20. St John's Primary School was evaluated as 'good' for raising attainment and achievement.

"Children across the school achieve well in an extensive range of activities, both at school clubs and in their areas of responsibility. This includes a variety of sports activities, choir, band, chess club, and cycle training. Participation in the clubs and house group activities are helping to develop teamwork and leadership skills."

HMIe Summarised Inspection Findings, St John's Primary School June 2020

Responding to COVID-19

During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. Seven learning hubs were established for vulnerable children and children of key workers; all other children and young people were supported by teachers and support staff to engage with and participate in digital and remote learning opportunities to ensure continuing education provision. Senior and pastoral care staff in all settings maintained regular contact with children and families as required, whether they were learning at home or in a hub and provided additional support to address any wellbeing or learning needs. From March to June the number of children and young people attending the learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228.



Key staff from the education department and all settings have worked closely with colleagues in the Health and Social Care Partnership to ensure that the needs of vulnerable children and young people are prioritised. This has included weekly liaison and planning meetings between Educational Psychology, Social Work and Health teams. Close cooperation between Education and Health and Social Care Partnership colleagues also ensured that youth counselling continued to be available.

Parenting support was available throughout the lockdown period through the Family First team, who continued to link closely with schools and share information digitally for families. The Psychology of Parenting programme was able to continue with an online resource and check in support for those parents who wished to access it. Our adult learning service also provided online opportunities for family learning to offer further support and links with several charitable organisations were established in order to source appropriate support for families.

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Food parcels delivered on a weekly basis

Schools were particularly mindful of pupils with additional support needs and ensured that they received appropriate levels of support in a range of ways including weekly phone calls, home visits, and online check-in sessions. Most establishments used online questionnaires in order to engage with parents and seek their views. This proved to be a successful way of learning what was going well and identifying areas where families required further support.

Early Years Strategy

Staff across the council continued to work collaboratively to deliver the Early Years Strategy and implement change with a focus on:

- Ensuring effective parenting support
- Supporting child development, health and play
- Improving opportunities for families to engage in fun outdoor activities within their communities
- Reducing the impact of child poverty.

A highlight from session 2019-20 included the introduction of professional learning for staff working in the most deprived communities using the Solihull Approach. This training empowered staff to sensitively engage with parents to enrich their knowledge of their child's development and better understand their behaviour. Almost all families supported by the Family First Team reported an increase in their family's wellbeing as a result of this intervention.



Early Learning and Childcare Strategy

Two new Early Learning and Childcare settings opened in the Newton Mearns community to meet the needs of the growing population there and prepare for the increase to 1140 hours of funded ELC. The two nursery classes, which are located at Maidenhill and St Cadoc's Primary Schools, provide high quality learning environments with an emphasis on outdoor learning.

Building work started on five new buildings at Crookfur Pavillion, Eaglesham Primary School, Busby Primary School, Glenwood Family Centre and Overlee Pavillion, as well as a new nursery class at Cross Arthurlie Primary School and an extension at Carolside Primary. This work will continue during 2020-21.

As well as the new nurseries we have also increased the Early Learning and Childcare offer available to parents by commissioning childminders to deliver funded ELC for the first time. This will ensure that parents have the flexibility and choice to access the provision that suits them best whether in a local authority setting, private nursery or childminder.

Preparing for 1140 Hours

165 Child development officers were recruited to East Renfrewshire's ELC settings. This included most of the participants who had undertaken the HNC qualification through our training programme with West College Scotland and the Modern Apprentices trained in partnership with WorkER. These appointments mean that the maximum workforce is in place to deliver 1140 hours from August 2020.

Since 2018, four establishments have been pilot settings for delivery of 1140 hours and more than a hundred families benefitted from this provision. Evaluation of the pilot demonstrated the impact on families of having increased access to ELC provision. 41% said it was helpful in allowing them to explore employment opportunities and a further 19% said it allowed them to begin further education or training. The overall evaluation was very positive with parents highlighting increases in their child's confidence and the development of their social and language skills as particularly beneficial.

"It has been fantastic for my return to work having my child at one place for continuity and routine. He likes the routine of breakfast club, and lunch and the social aspect of eating with friends. Financially it has been really beneficial as well as having returned to work from maternity leave with my second child. It also gave me some rest time with my baby while on maternity leave."

Parent, 1140 hours pilot

East Renfrewshire Early Years Conference

The third annual East Renfrewshire Early Years Conference which has been established addressing quality themes identified as key for the 1140 hours expansion took place in October 2019. 267 delegates comprising East Renfrewshire Council ELC practitioners and wider Glasgow City Region Education Improvement Collaborative (West Partnership) partners attended the conference which focused on Creativity in the Early Years. Once again the feedback from the event evaluated the conference as excellent.

Parenting support

The Psychology of Parenting Programme (PoPP) continued to be successful with almost all parents reporting an improvement in their child's behaviour at the end of the programme. Throughout the lockdown period PoPP groups moved online ensuring that parents were able to access vital support during this stressful time at home with their children.

Parents were extremely positive about their engagement with the Mellow Ability parenting programme for families of children with complex additional needs. They told us that it offered them the time and space to think and implement parenting strategies in practical ways within the home and in the community. Sessions continued remotely during school closures and all participants valued the opportunity to keep in contact with the other participants and facilitators.

Developmental Milestones

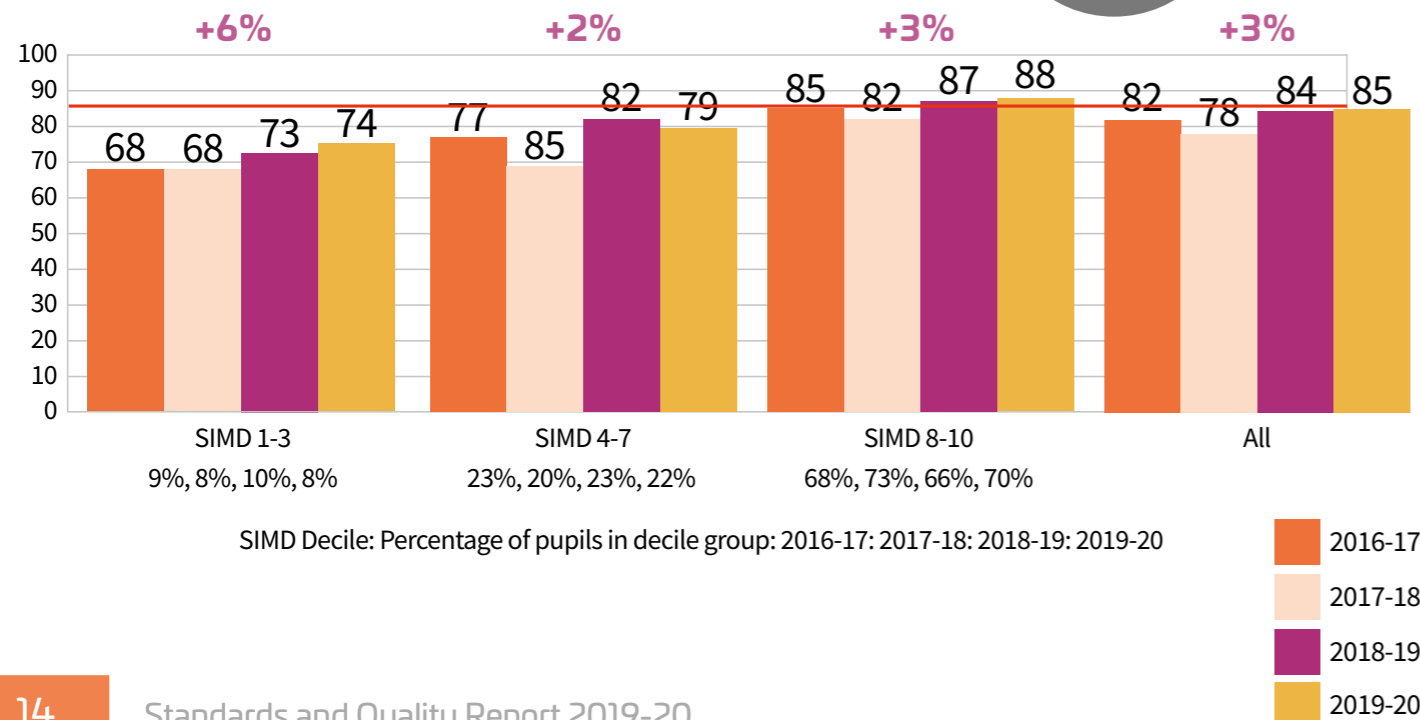
The department's continuing focus on pedagogy and child-centred learning in our establishments, with a particular focus on improving the achievement of identified groups, continues to result in improved attainment and achievement for children on entry to Primary 1. In 2019-20 overall, 85% of young children achieved the expected developmental milestones, an increase of 7% from 2017-18 and the highest proportion ever recorded.

Whilst the proportion of children residing in deciles 8-10 achieving developmental milestones has increased by 13% since 2015-16, the Education Department's focus on targeted early intervention has proved successful with a 24% increase for children residing in SIMD areas 1-3 over the same period; the gap in achievement when compared with those residing in deciles 8-10 has almost halved.



Gap between deciles 1-3 and 8-10 has decreased

Developmental Milestones: History: by SIMD: 2017-18 to 2019-20



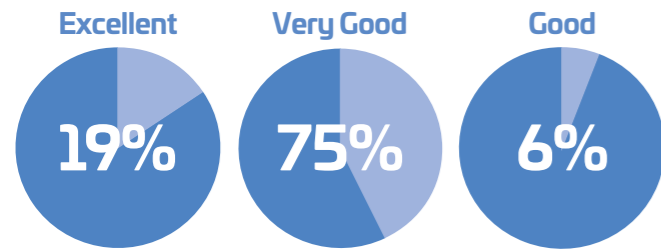
What are we going to do now?

- 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
- Support and challenge schools to improve outcomes for identified groups through effective allocation of Pupil Equity Funding, with a particular focus on recovery and learning loss
- Continue to work with the West Partnership Maths Development Group to host an online conference for practitioners and celebrate Maths Week Scotland
- Monitor and evaluate impact of the Numeracy and Maths Action Plan in line with the strategy and continue to support recovery through provision of professional learning opportunities
- Continue to deliver CLPL to support the Literacy strategy including ongoing Reading Recovery CPD
- Deliver effective parenting support that helps families
- Raise awareness amongst staff to ensure they are able to identify signs of child poverty and trauma linked to Covid19 and are well informed about referral pathways
- Improve the health outcomes for vulnerable children and families through collegiate partnership working
- Deliver the increased provision of 1140 hours ensuring all entitled children and their families have access to high quality, flexible and affordable Early Learning and Childcare
- Review the impact of Covid-19 on collaborative partnerships and support schools to continue with School Improvement Partnerships and other learning partnerships in the current context.

Everyone Achieving

External Validation and Review

The focus on maintaining quality as our services expand builds on the strong foundations of our high quality services. Four early years settings were inspected by the Care Inspectorate in session 2019-20. All received grades of good, very good and excellent for all quality themes inspected.



“Children’s voice was evident within their individual learning journals and planning big books. Planning systems contributed to continuity in children’s care and helped to ensure staff followed a consistent approach to supporting children’s development through play.”

Care Inspection Report, Arthurlie Family Centre

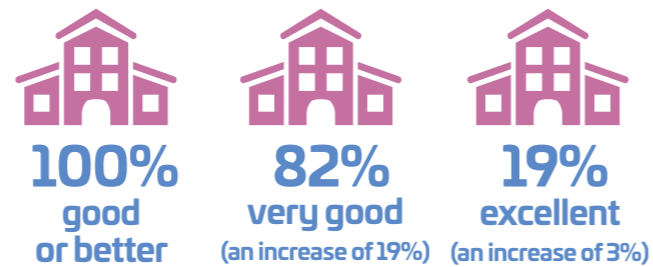


Leadership

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities for staff at all levels, for example through local authority Career Long Professional Learning courses, Masters Level Learning and the Into Headship programme, and by working with schools to further develop approaches to distributive leadership.

Between August 2019 and June 2020, 303 professional learning courses were facilitated by the Quality Improvement Team and Education Psychology Service. Training programmes focussing on Moderation, Literacy, Numeracy and STEM have significantly increased the confidence of practitioners to improve learning, teaching and assessment. Evaluations of courses facilitated by the Quality Improvement Team demonstrated that almost all attending staff felt confident that their participation would lead to a positive impact on learners. Significant numbers of teachers participated in professional learning facilitated by the West Partnership, and increasingly our schools and ELC centres are sharing their professional learning across and beyond their clusters. A Continuing Lifelong Professional Learning (CLPL) calendar produced by the education department signposted practitioners to relevant professional learning.

Self-evaluation of Leadership of Change



St John’s Primary School was evaluated as ‘good’ for leadership of change in an inspection by Education Scotland.

Director’s Forums

Throughout the session the Director of Education met regularly with groups of pupils, teachers, support staff and parents to seek their views on a range of relevant issues and to provide an opportunity for discussion of their experiences as stakeholders. During the period of school closures forum meetings with parent council chairs, teaching staff from all sectors and local government staff took place online. These meetings were focused on gathering stakeholders’ views on recovery from the impact of the COVID-19 pandemic. Feedback from these consultations has been used to further improve the department’s insight into service delivery and to inform the types of support offered to different groups of stakeholders in the new school session.

“The quality of teaching across the school is consistently very high and is engaging children very well in their learning. Staff have high expectations of all children and almost all enjoy and are motivated in their learning. Staff regularly share aspects of interesting and creative practice across the school to engage and motivate learners.”

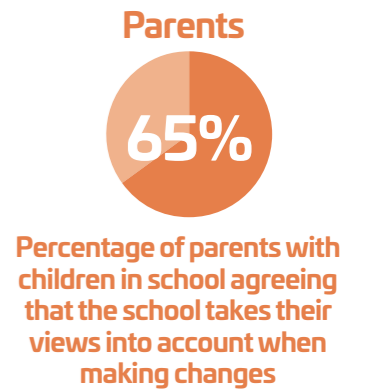
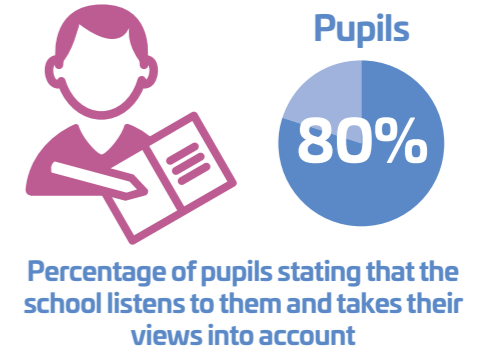
Report on Follow-through to Education Scotland Inspection, Giffnock Primary School, May 2020



Collaborative Improvement Visits

Collaborative Improvement Visits (CIV) aim to improve the self-evaluation taking place in the eight curricular areas and to create more opportunities for practitioners to share best practice across East Renfrewshire.

Two programmes of improvement visits took place during session 2019-20, in Social Subjects & RMPS and in Modern Languages, with 66 Principal Teachers and Class Teachers participating in visiting teams. School staff provided very positive feedback on practitioners’ experiences as both hosts to and members of visiting teams. The CIV Reports prepared following each visit have provided recommendations on how to further improve learning and teaching in these curricular areas, both within each individual school and collaboratively across the local authority.



Effective Transitions Review: St Luke’s Cluster

A review of effective transitions took place in the St Luke’s cluster. The report showed that overall, learners’ experiences across the cluster schools were good; across family centres they were very good.

The review team identified a number of strengths, particularly in partnership and collegiate working across the cluster. The cluster had established a strong vision underpinned by values and aims which have been embraced by all stakeholders. Relationships within and between establishments were strong, especially relationships with parents and with children and young people. The care and nurture shown in all establishments was having a positive impact on learners and their families.

“Pupil voice across the cluster is strong. Young people are encouraged to take responsibility across a wide range of learning opportunities. They are proud of their school and their cluster, recognising and valuing their place within St. Luke’s cluster. They understand the importance of learning through a variety of experiences and contexts and seek further opportunities to extend their learning experiences with the support of a range of staff and senior pupils who encourage this engagement and collectively facilitate a wide range of extra-curricular experiences.”

Effective Transitions Review, St Luke’s Cluster November 2019

Newly Qualified Teachers

A total of 61 Primary and 78 Secondary probationer teachers successfully completed their one year Teacher Induction Scheme placement in June 2020 and have achieved the GTCS Standard for Full Registration. They were well supported in their schools and through a comprehensive authority wide training programme facilitated by the Education Department. Most probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff, and their findings were shared on the online platform for schools, Glow.



STEM Strategy

The Education Department 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.

In partnership with Scottish School Education Resource Centre (SSERC) a group of teachers from across East Renfrewshire's schools took part in SSERC's 'Sustain and Extend' professional development programme. Following this, the group arranged and helped to deliver a series of STEM professional development events throughout the school year which were open to all staff. To ensure the events meet teachers' needs, the views of staff on areas of STEM which they felt they would like to develop their skills in, were identified before appropriate events were organised. All sessions were very well attended and positively evaluated.

Languages Leaders Network

A network of primary school staff was established to lead further development of the Modern Languages curriculum and 1+2 Approach in clusters. The network of 50 East Renfrewshire primary teachers have been awarded funding by Erasmus+ to undertake French immersion training in France and a professional learning visit to Norway. Professional learning sessions focused on self-evaluation, curriculum design and planning interdisciplinary experiences within Modern Languages, were completed prior to school closures and highly evaluated by participants.

Digital Learning and Teaching Strategy

Good progress has been made with the actions outlined in the department's Digital Learning and Teaching Strategy. Of particular note is the number of establishments successfully achieving the national Digital Schools Award. Digital Schools Awards Scotland is a national awards 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. By June 2020 overall 74% of our establishments had achieved the award - 83% of primary schools and 43% of secondary schools.

During session 2019-20, the Education Department provided 216 Chromebooks to schools for use with pupils living in SIMD 1-3. The devices provided equity by supporting the delivery of digital access for all learners. A further 590 devices will be distributed in August 2020 as part of the Connecting Scotland initiative. During school closures, schools loaned in excess of 960 devices to families in order to support with remote learning. Feedback from families was extremely positive with many commenting on the high level of support they received with IT related issues from school staff. The work undertaken by East Renfrewshire schools in utilising digital platforms during lockdown, was recognised nationally with case studies featuring 8 of our establishments published on the Education Scotland website.

'Learning has been enhanced by a range of digital experiences which have been embraced by all, and the children have become leaders in the promotion of this culture. The children are undoubtedly very proud that the school is beginning to immerse itself in digital technologies. Teachers were aware of increased pupil motivation and engagement and harnessed this to give all children positive learning experiences.'

St Clare's Primary School Digital Schools Award Validation report, December 2019

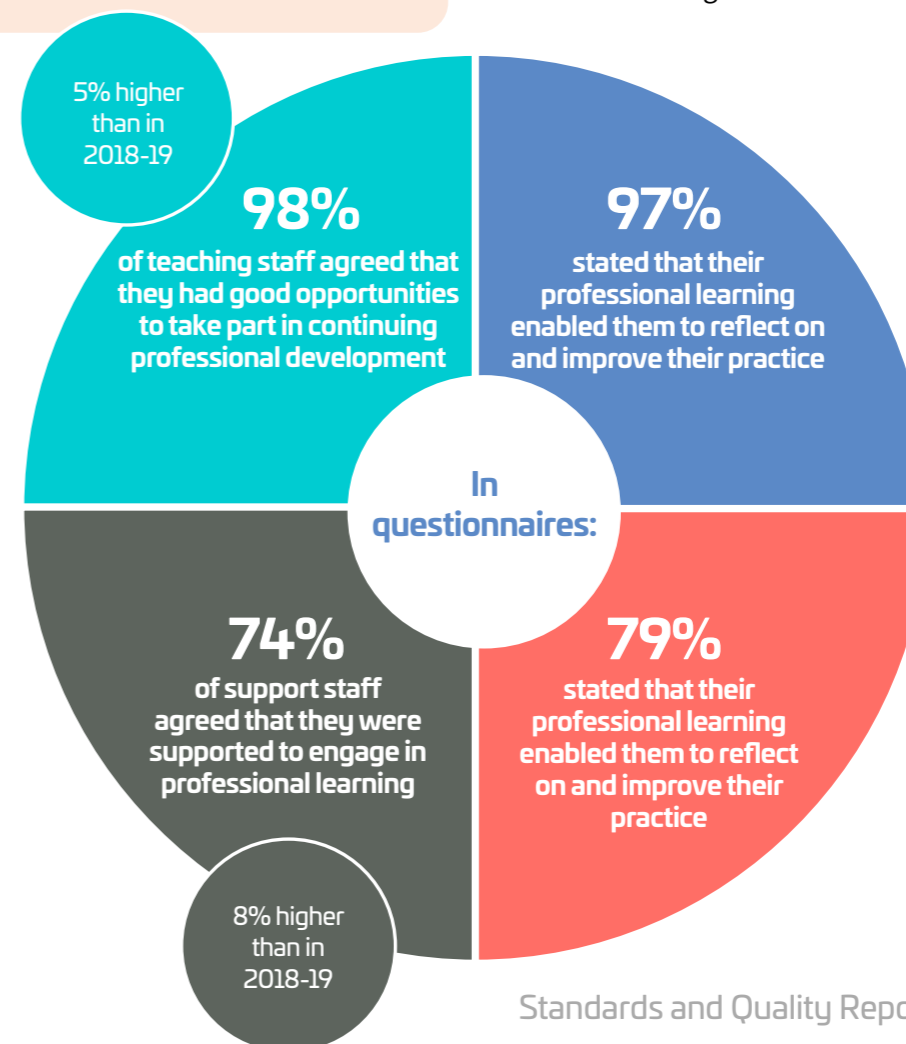
Professional Inquiry

During session 2019-20, 35 teachers were engaged in Masters (SCQF level 11) learning with the University of Glasgow and University of Strathclyde, an increase of 46% on 2018-19. There was a particular focus in these courses on educational leadership and professional inquiry.

East Renfrewshire is committed to working collaboratively with our partner local authorities in the West Regional Improvement Collaborative to improve outcomes for children and young people. In 2019-20 Collaborative Learning Networks were established and practitioners from eight schools participated in collaborative enquiry projects with colleagues from across the West. Participants from the primary and secondary sectors planned and studied the impact of interventions to improve learning and teaching, across a wide range of themes and subject areas including literacy, numeracy, health and wellbeing, modern languages, science and technology.

'At this review, you were able to evidence a strong customer focus in relation to recruitment and training. Training and development have been extended into the community and has been more widely publicised. Continued Professional Development provision has increased significantly (100% over two years) whilst maintaining very high levels of satisfaction.'

Customer Service Excellence Evaluation Report, November 2019



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

School leaver destinations

School leaver destinations remain consistently high and above the national average. Initially in 2018-19 overall 97.5% of leavers were in a positive destination, such as higher education, further education, employment, training and voluntary work. This was the highest result ERC has ever achieved in relation to initial destinations and well above the national average. The school leavers follow-up survey by Skills Development Scotland, which is undertaken 6 months after the initial survey, indicated that 96.7% of leavers were in a positive destination.

East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2018-19. 67.2% of young people went on to higher education in 2019, an increase of 0.5% in comparison to 2017-18 and well above the national average of 40.4%. In addition, the latest participation data (2020) indicated that 96.7% of ERC 16-19 year olds were participating in education or training, well above the national figure of 91.6% and the highest result for mainland LAs.



Vocational Education

Vocational Education continued to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The range of vocational opportunities on offer has expanded considerably in recent years and has provided high quality opportunities targeted to meet the broadest range of pupil needs. Senior phase pupils are offered a wide range of vocational courses ranging from SCQF Levels 1 to 8.

The number of pupils participating in the senior phase vocational programme increased by 35% in the five year period from 2014/15 to 2018/19. In session 2019/20, 561 young people were enrolled in senior phase vocational courses demonstrating a further increase. The portfolio has been developed to offer over 60 courses across a range of locations including partner colleges and our vocational facilities at Barrhead High School.

Bookings at our Vocational facilities at Barrhead High School continue to increase with partners and staff across the local authority accessing facilities to support children and young people, parents and deliver training for wider council staff. In March, the DYW Employers Banquet was particularly successful in showcasing the skills of our young people and the networking from this event has resulted in increased and more varied work placement and employment opportunities for our learners.



Adult Learning Services

Adult Learning Services developed a new partnership with Williamwood High School which allowed them to respond to an identified need for an accredited numeracy course to increase skills for employment, training and college entry. An SQA Numeracy group was created with staff from the Maths Department delivering the SQA courses and a group of S6 pupils supporting the class in volunteering roles. 12 adults achieved qualifications at National 2 and National 3 levels, with almost National 3 learners progressing to begin National 4.

Adult Learning Services worked with 176 adults, supporting them to achieve their personal and work related learning goals. The number of adult learners achieving accreditation increased from 61 in 2018-19 to 78 in 2019-20.



Early Learning and Childcare

East Renfrewshire Council continued to invest in the Early Learning and Childcare workforce to ensure that all our current and future staff are highly skilled. This investment includes a range of qualifications for practitioners including SVQ Level 2, HNC, PDA 8 and BA. Secondary schools promoted Early Years qualifications to pupils in the senior phase. This session there were 28 foundation apprentices and 34 vocational students studying Early Years across all seven high schools.

In addition to formal qualifications, a range of professional learning sessions and online resources were accessible to all staff working in ELC settings. The online resources were particularly well used during the period of school and nursery closures. Staff who were working from home engaged in professional learning to develop the skills, attributes and knowledge necessary to deepen and support children's learning and development through effective pedagogy.

English as a Second or Other Language (ESOL)

ESOL for Work learners improved their English language and digital skills which enabled them to apply for work and to understand Scottish work culture and practices. 14 ESOL learners also achieved accreditation through SQA to support their progression into work and further study. With improved confidence and employability skills, all learners created a CV and felt confident enough to apply for jobs. Adult learners have progressed to a range of positive opportunities including volunteering roles, apprenticeships, further education, and paid employment.

Convener's Awards for Outstanding Achievement

This session's Convener's Awards for Outstanding Achievement was due to take place in March 2020 to celebrate the outstanding success of 37 young people and groups from across the authority in various fields including sports, arts and creativity, community service and advocacy.

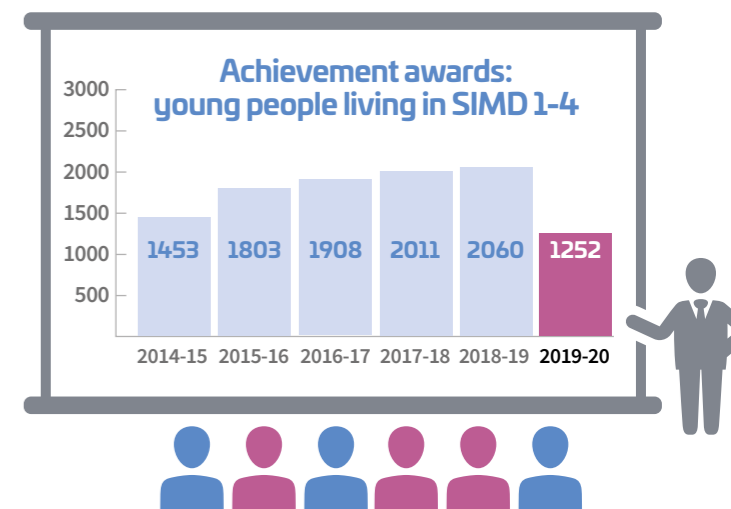
The in-person event was cancelled due to restrictions on large gatherings, however a celebration took place on social media and in the local press in May to recognise the wide range of outstanding achievements accomplished by East Renfrewshire young people.



Achievement Awards

Young people's achievements are recognised through a wide range of awards and awarding bodies. During session 2019-20, working towards a variety of awards helped our children and young people develop a range of skills and attributes which supported them to improve their skills for life, learning and work.

The education department monitors the number of pupils achieving a wide range of achievement awards over time, including Duke of Edinburgh, Saltire, John Muir and Caritas Awards. Due to school closures throughout the summer term 2020, many awards could not be completed within the school session and alternative arrangements were made to support young people to continue to pursue their achievements in a range of ways. Pupils who participated in Duke of Edinburgh who were unable to complete the expedition component of their award in the summer term, have received certificates in recognition of their achievements up to March 2020 and will be supported to work towards completion dates in 2021.



In the 5-year period from 2014/15-2018/19, the number of young people living in SIMD 1-4 who gained achievement awards increased by 42%. Completion of awards by all young people in 2019-20 was impacted by COVID-19 and uptake and participation is being closely monitored to ensure a recovery to previous levels of attainment, and to ensure individual pupils are provided with opportunities to complete awards which may have been interrupted.

Citizens' Panel

Through the Autumn 2019 Citizens' Panel Report, 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 97% 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.

Comparator survey results are available for a small number of services and suggest that residents' views on these services in East Renfrewshire are generally similar to views reported across other local authority areas.

Customer Service Excellence

In November 2019 the Education Department undertook a full assessment by SGS Customer Service Excellence and achieved a continued award of the Customer Service Excellence Standard. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified the service as Fully Compliant against all criteria, with 24 areas of Good Practice and a further 26 areas of Compliance Plus, which are 'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.' The number of areas of Compliance Plus had increased from the previous assessments in January 2017, January 2018 and January 2019 when there were 13, 17 and 22 respectively.

'You demonstrated a comprehensive and detailed understanding of your customers and stakeholders both at a macro and micro level. This detailed insight was verified in discussion with those spoken to by the Assessor. In addition to this being a general feature of your service you make particular efforts to tailor services where the impact is most vital and likely to have significant impact on key outcomes. You link well with the Council strategy and policies as well as with wider Scottish Government and National Frameworks and priorities.'

**Customer Service Excellence Evaluation Report
November 2019**

Responding to COVID-19

Parents, carers and pupils reported that they were well supported by school staff. All schools developed systems in order to monitor online engagement and follow up any concerns about pupils who could benefit from additional support. A number of schools also featured on the DigilearnScot blog, sharing the work that they had undertaken in engaging families in the use of digital platforms and approaches.

Family Centred Approaches Framework

The Family Centred Approaches framework continued to be used by staff in schools and centres to ensure Family Centred Approaches lead their practice. Busby Primary School became the first Primary School to achieve Gold Family Focused status.

- 100% of ELC establishments and Primary School have achieved Family Friendly Status at Bronze level



- 100% of ELC establishments and 61% of primary schools have achieved Family Centred Status at Silver level (up from 52% in 2019)



- Two ELC establishments maintained accreditation as Family Focused at Gold level



- One Primary school has achieved Gold Family Focused Status.



Following successful adoption of the programme in primary schools and early years establishments, a framework for Family Centred Approaches for secondary schools has been developed in partnership with secondary school staff.

What are we going to do now?

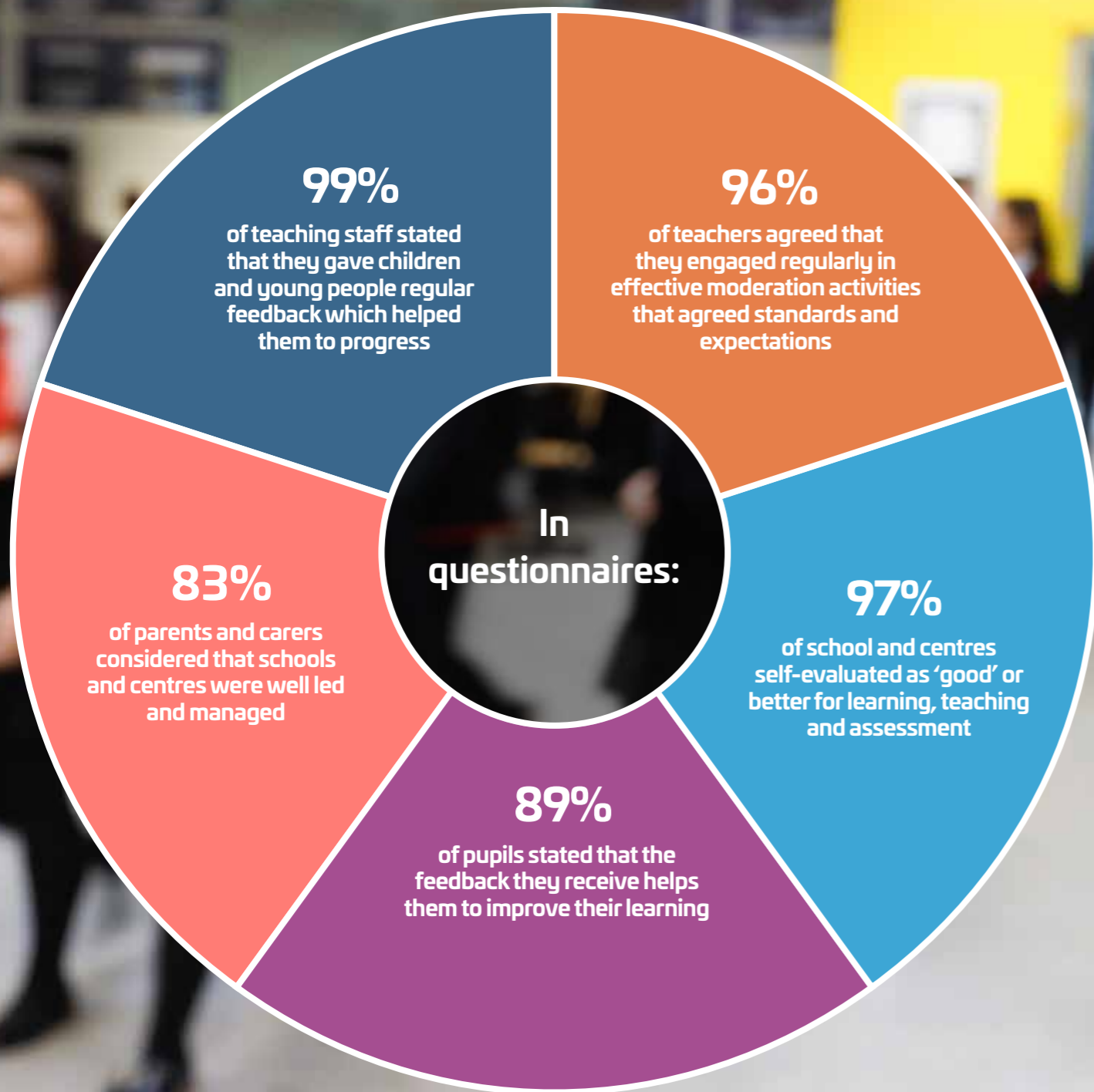
- Continue to offer challenge and support to all schools and services to achieve consistently high standards
- Further develop approaches to professional inquiry across our schools and centres, including through Research Hubs
- Implement a CLPL policy which shares and develops best practice in professional learning
- Continue to implement the Leadership Strategy and implement an Aspiring Heads Programme
- Continue to implement the STEM Strategy and Digital Learning and Teaching Strategy, and review the Digital Learning and Teaching Strategy in light of progress made between March and June 2020
- Continue to develop and deliver a range of SQA accredited courses to meet the needs of adult learners while adapting our mode of delivery to take account of best practice in remote learning
- Work with the Digital Inclusion Partnership to evaluate the impact of Covid on residents and provide adult learners with digital support to access and engage with courses.
- Continue to expand the range of vocational opportunities available in the senior phase including level 4 Foundation Apprenticeships in the hospitality, construction and automotive sectors
- Review approaches to learning and teaching in partnership with colleges and other partner providers to offer young people appropriate, relevant and safe experiences during Covid-19, including virtual work placements and employer challenges
- Continue to develop new and existing relationships with employers and work in partnership with Skills Development Scotland to support curriculum planning to reflect current labour market information
- Continue to work in partnership with schools and with ERC Culture and Leisure Trust to ensure all young people have high quality opportunities for wider achievement and that wider achievements of all pupils are recognised in school
- Continue to implement the Parental Engagement Strategy.

Excellent Experiences

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

'Throughout the school children have opportunities to lead their own learning through a range of challenging and enjoyable experiences which are very well matched to their needs and interests. Classrooms have been designed thoughtfully to maximise children's independence, supporting them to make decisions about where, when and how to complete their tasks.'

**Carolside Primary School
Improvement Visit Report,
November 2019**



Musical Success

Young musicians from across the authority enjoyed outstanding success during the Glasgow Music Festival in March. The Glasgow Music Festival and Scottish Concert Band Festivals not only give our young people the opportunity to perform at a very high level in excellent auditoriums, they also allow them to see and hear their peers performing. All six of East Renfrewshire's bands and ensembles won in their individual categories and were awarded First Class certificates:

- The East Renfrewshire Schools' Senior String Orchestra
- The East Renfrewshire Schools' Junior String Orchestra
- The East Renfrewshire Schools' Fun-string Orchestra
- The East Renfrewshire Schools' Intermediate Choir
- The East Renfrewshire Schools' Junior Concert Band
- The East Renfrewshire Schools' Senior Concert Band

The Senior String Orchestra we awarded the Dorothy Gunnee Certificate for the third year in a row, having won the class with a mark of 87%. Our ERC Junior, Intermediate and Senior Choirs also won in each of their classes with First Class Certificates.

Virtual String Orchestra

During the period of school closure the East Renfrewshire Schools' Senior String Orchestra continued to perform together online through a virtual concert, performing "One Day Like This" by Elbow. The Senior String Orchestra's membership includes secondary pupils from all seven of our secondary schools.

66 pupils recorded their performances from their homes then sent them to the Instrumental Music team to be edited together. The resulting performance was greatly appreciated by pupils, staff and parents during the school closures and a recording is available to view on Youtube.



Instrumental Music Tuition

Instrumental music instructors maintained a level of service during lockdown through use of pre-recorded tutorials and materials shared through Google Classroom. Parents and pupils were very positive about the support they received.



Sporting Success

An S3 pupil from Barrhead High School played in the winning Rangers U15 team at the Scottish Cup. She Captained the U15 Scotland Team throughout the session and played in the Scottish Women's Football League for Rangers U19s, at the age of 14.

An S6 pupil from Eastwood High School broke the Scottish U17 record for 60m with her run of 7.57 seconds at the U17 Athletics Championships in Sheffield in February. The previous record of 7.58 seconds had been held for 40 years.

An S4 pupil at Mearns Castle High School was selected for the Scottish National Gymnastics team. She is a three times Scottish gymnastic champion and tenth in Britain.

An S4 pupil from St Luke's High School reached the finals of the national Greatest Dancer competition, broadcast on ITV+. She was also appointed a Sportscotland Young Ambassador and took a lead role in their National Conference at Hampden Park in August 2019 by interviewing athlete Ross Murdoch.

An S2 pupil from Woodfarm High School was selected for the women's Scottish National U15 football squad versus Wales. She was also selected for the Scottish Schools U15 Women's Team.

An S6 pupil from Williamwood High School represented Scotland U18 in the karate male kumite team at the European Championships in Denmark and the World Championships in Chile. The pupil is also the Scottish and British Open U18 Champion.

An S6 pupil from Williamwood High School set a new Scottish U17 record in pole vault at 4.72 metres. The pupil is also the 100m hurdles Scottish Champion (U17) and was nominated for U17 Athlete of the Year.

An S4 pupil from St Ninian's High School represented the Scotland National Women's Football team at U17 level.

An S3 and an S4 pupil from St Ninian's High School were selected for the U16 Great Britain ski team to compete in the International Ski Federation's children's ski races.



French Video Competition



Primary 7 pupils at Giffnock Primary School won the Regional Award for Scotland in the Institut Français 'Pop Video' competition. The pupils composed, performed and recorded a video for their original song, 'Au Café ce Soir'. The video was shared widely through social media platforms following the award announcement in June 2020 and is available to view on Youtube.

Staff who led the project were invited to share their innovative practice with colleagues nationally by the Open University, who offer professional learning for primary teachers to support delivery of Scotland's 1+2 Approach to language learning.

Review of 1+2 Languages

In October 2019 and February 2020 the Education Department carried out a review of the implementation of Scottish Government's 1+2 Languages Approach and the quality of learners' experiences of language learning from 3-18. The 1+2 Approach entitles every child to learn a first foreign language from P1 until the end of the BGE, and a second foreign language from P5 until the end of the BGE.

The review found that significant progress had been made in implementing the 1+2 Approach. A number of areas of key strength were identified, including the attitudes towards language learning amongst learners, parents and carers and teaching staff which are very positive and reveal a good understanding of the lifelong benefits of language learning. The implementation of entitlements was found to be ahead of national progress across all sectors. Several important areas for further development were outlined, particularly in relation to challenge, relevance, choice and consistent progression for learners throughout the BGE. The education department will work together with school staff to implement the recommendations of the review report.

'In lesson observations in most schools, a range of creative teaching approaches were being used to engage and motivate learners... In a few schools, even the youngest learners were able to articulate their learning and could share examples of how they used their knowledge about language to support them to speak and write accurately.'

Report on Thematic Review of 1+2 Languages, April 2020



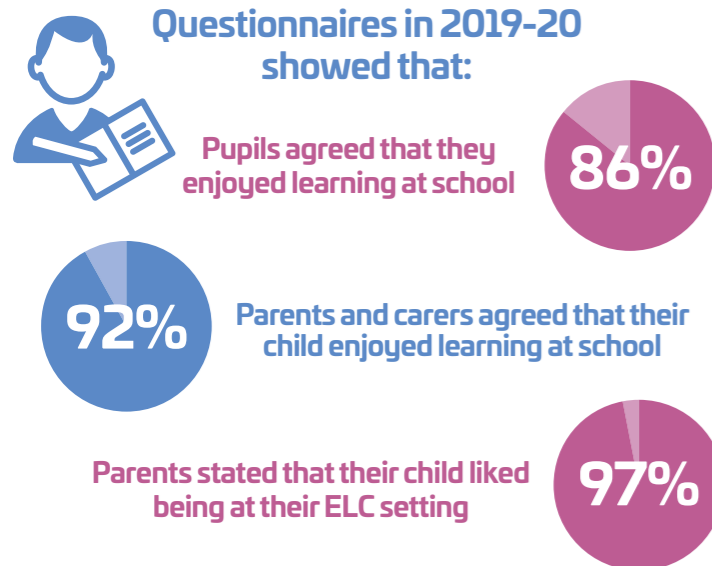
Confucius Institute for Scotland's Schools

20 pupils from Barrhead, Williamwood and Mearns Castle High Schools travelled to China in October 2019 to take part in a joint Chinese cultural and language learning trip together with pupils from East Dunbartonshire. The trip was facilitated and part-funded by the Confucius Institute for Scotland's Schools, who continue to work in partnership with East Renfrewshire to support the development of Mandarin Chinese learning and teaching. During the visit pupils visited our partner high school in Tianjin, No 45 High School and spent time in classes. A third full-time Mandarin teacher took up post in August 2019 to take forward the expansion of Chinese learning in the Barrhead and Williamwood clusters, again supported by CISS.

Pupils from several East Renfrewshire primary schools continued to advance their Chinese skills during the period of school closure, by taking part in 'Discovering China' online classes provided jointly by CISS, Scotland's Centre for Language Learning, SCILT and national online learning platform E-sgoil. In addition to the live weekly lessons, pupils had the opportunity to consolidate their learning by engaging in support materials posted into their online class Team.

Learning, Teaching and Assessment

In 2019-20, 97% of schools self-evaluated their provision as 'good' or better for learning, teaching and assessment. 66% were evaluated as 'very good' and 3% as 'excellent'. In an HMIE inspection of St John's Primary School, inspectors evaluated the school as 'good' for learning, teaching and assessment.



Inclusion policy

The Educational Psychology Service organised and delivered a dynamic conference in September 2019 to support the implementation of the revised inclusion policy and a comprehensive programme of professional learning. The conference was very well attended by leaders from all education settings. Information and strategies were shared on relationship-based approaches, nurture and trauma-informed practice. The event was highly evaluated by all participants and the professional learning programme was well received.

'The conference reminded us about the importance and meaning of inclusion which is key in East Renfrewshire Council.'

Secondary Head Teacher

Nurturing Approaches

Training in nurturing approaches was delivered to a range of staff in early years, primary and secondary. All participants reported that the training helped them to meet the needs of children and young people in their context. A practitioners' network was also established. Through this collaborative forum participants: shared best practice and resources with other nurture practitioners; received information on new research, resources and training opportunities; and collectively identified training needs which will inform the content of future network meeting. Staff were also recruited to engage with the Compassionate Connected Communities professional learning resource however this was postponed due to the Covid-19 pandemic.

In the year 2019-20, 32 education staff took part in Applied Suicide Intervention Skills Training (ASIST) course. 100% of participants felt the training increased their confidence in responding to and supporting someone who is at risk of suicide.

Isobel Mair School

Pupils at Isobel Mair School supported their local community during the lockdown period through their 'One Community' project. Pupils were invited to write a letter or draw a picture for a local care home resident and deliver this to a school letterbox. The letters were later delivered to two local care homes as a way to offer some kindness and companionship to the local community during a time of isolation.



'The learning pathways planning tool took account of the complex interaction of disabilities, medical issues and sensory impairments on a child's learning experiences. This supported a child-led, highly individualised and personalised approach to addressing children's learning needs.'

Care Inspection Report, Isobel Mair School

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Active Schools

During academic session 2019/20 the Active Schools Team worked in close partnership to support our schools, both during the pre-pandemic period from August to February and also during the period of school closures from March onwards. Activity sessions and pupil participation had increased by 5% compared with the previous session for August to February, delivered through out of school sport and physical activity programmes. Girls' participation was a key focus of Active Schools work and over half of all participants in extra-curricular school based activities were girls in East Renfrewshire, which is above the national average.

Following school closure in March 2020 the Active Schools Team pivoted to support the direct delivery of sport and physical activity sessions in the local area school hubs. All school hubs were supported Monday to Friday throughout this period, with all children receiving at least 2 hours of outdoor sport and physical activity per week delivered by an Active Schools Coordinator.

The team delivered two weeks of Easter Holiday camps in Eastwood High School and Carlbar Primary School to enable frontline workers to maintain their vital work. They also developed an online CLPL sport and physical activity training resource for Primary School teachers to support the delivery of outdoor activities.

UNICEF Rights Respecting School Awards

Schools and centres continue to pursue the Rights Respecting School Award with 11 schools at Gold level and 12 at Silver. During assessment visits to East Renfrewshire schools, a number of key strengths were noted including the ownership and agency demonstrated by children in shaping their school, the positive ethos where relationships are based on mutual respect and children's engagement in their learning.

Most settings (29) have a current Green Flag Award and training was delivered last session in partnership with Keep Scotland Beautiful to encourage further participation.

'There is a wide range of activities open to children, focused on the development of their health and wellbeing. The school places a particularly strong emphasis on supporting the development of good mental health and physical activity. The variety of children's experiences in the school contributes to them becoming confident individuals, successful learners, responsible citizens and effective contributors.'

Education Scotland Summarised Inspection Findings, St John's Primary School June 2020



Learning for Sustainability

Pupils and staff at Isobel Mair School focused on Learning for Sustainability across the curriculum and collaborated to further develop an understanding of environmental and global citizenship issues across the school community. S2 and S3 pupils from class Harris worked to improve the issue of carelessly parked cars in the school car park, by highlighting the need for safe access for all and the availability of parking spaces nearby. Their work was celebrated in the local press in March 2020.



Attendance

Overall attendance rate for all primary schools in 2019-20 was 95.5%, down 0.8% from 96.3% in 2018-19. The department's three year average target (2019-21) is 96.6%; average attendance is currently 0.6% below the target value for the two years thus far. The latest three year average for primary attendance (2017-2020) was 96.0%. Both primary and secondary school attendance have been impacted by the effects of COVID-19.

In secondary, the overall attendance rate for all secondary schools across S1-S5 was 93.0%; 0.9% below that recorded in 2018-19. The three year average target (2019-21) for the same stages has been set at 94.0% and attendance is currently 0.5% below the target value for two years thus far. The latest three year average secondary .

Questionnaires showed that:



Parents and carers who agreed with this

94%



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 2019-20, no temporary exclusions were made in the primary sector. East Renfrewshire compares very favourably to the national value of 8.1 incidents per 1000 pupils (latest published data for 2018-19). The primary sector is on target to achieve its 3-year average target for the period 2018-19 to 2020-21, set at 0.3 incidents per 1000 pupils. There have been no exclusions in the primary sector since 2016-17.

In 2019-20 there was a decrease in exclusions in the secondary sector to 4.6 incidents per 1000 pupils, down from 6.7 in 2018-19 and the lowest exclusion rate since 2014-15. The ERC performance compares very well with the national figure of 39.6 incidents per 1000 pupils (latest published data for 2018-19). After 2 years, the secondary sector is 0.7 exclusion incidents per 1000 pupils above the 3 year average target (2018-19 to 2020-21) of 5.0 incidents per 1000 pupils.

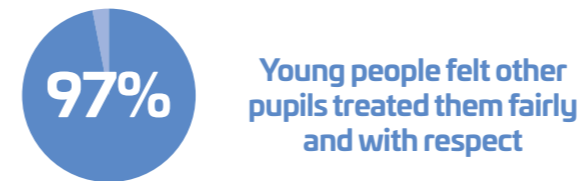
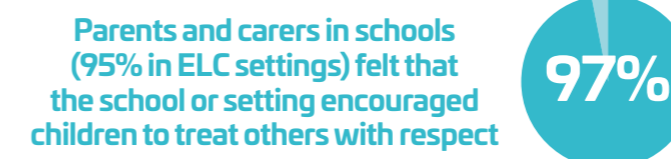
Exclusions of pupils from within our Looked After community was 8.5 per 100 pupils in 2019-20, a significant decrease from 26.3 in 2018-19 and the lowest rate since 2014-15. The authority achieved its 3-year average target (2016-17 to 2018-19) of 45 incidents per 1000 pupils for Care Experienced children, with a rate of 32.4 incidents per 1000 pupils.



Anti-bullying

The annual anti-bullying return shows a 52% decrease from the previous year in the number of confirmed bullying incidents from 63 to 30. Of those 11 were in primary schools and 19 in secondary schools. The three-year average number of incidents is 46.

Questionnaires showed that:



Incidents and alleged incidents of racist behaviour were low across both primary and secondary establishments. Those which did occur were dealt with sensitively and appropriately with restorative approaches.

Corporate Parenting Plan

A new Corporate Parenting Plan was produced and within this is a commitment to fully implementing the education department's Corporate Parenting Policy. At GIRFEC and Corporate Parenting Forums held during school session 2019-20, best practice was shared with senior staff from all settings on Children's Hearings, engagement with the HSCP Request for Assistance Team, and the newly launched For Your Entertainment scheme.



Young Carers

A Young Carer Schools Group piloted best practice in six targeted schools and then coordinated a professional learning offer to all schools, in order to raise awareness around the support available to young carers in East Renfrewshire. An event was held in January 2020 to mark Young Carer Awareness Day, celebrating the achievements of our young carers and sharing their lived experiences. 17 schools have engaged with a Young Carer development worker who has delivered assemblies, workshops and drop-in sessions for pupils, as well as training for staff. There has been a significant increase in the number of carers being identified by schools and being supported by the Young Carers Centre as a result of this activity.

Very effective transition arrangements were in place for all children moving from early learning and childcare establishments to primary school.

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

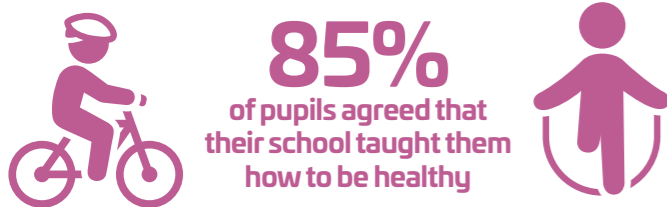
Equalities

School Equalities Coordinators met with Education Department personnel for training, information and sharing of best practice. Sessions delivered in partnership with Show Racism the Red Card and Stonewall Scotland supported schools to make further improvements to promote equality in all establishments. The Equalities Forum met twice as an open forum involving parents in progressing equalities-related issues.

Mearns Castle High School became the third East Renfrewshire school to receive a Vision Schools Scotland Level 1 Award. The award is supported by University of West of Scotland, whose research has shown that a whole-school approach to Holocaust Education is effective in promoting equality and inclusion and challenging discrimination and prejudice, including anti-semitism.

Workload Conference

The Local Negotiating Committee for Teachers (LNCT) collated and analysed the results of two workload surveys conducted in 2019, one aimed at all teachers and one specifically for head teachers. The results were presented to head teachers and teacher representatives at an LNCT workload conference held in March 2020. The results will be used by settings to reflect on and improve current practices. The LNCT have co-produced a Workload and Bureaucracy Report and Plan which identify actions to be taken by settings, the education department and the LNCT to further reduce unnecessary bureaucracy over the next three years.



Health and Wellbeing

A new national 3-18 Relationships, Sexual Health and Parenthood Education resource was launched. A programme of professional learning for East Renfrewshire settings to support its delivery was provided.

The Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. Healthier Minds was launched across the council at a successful event on 5th February 2020. A Healthier Minds programme of professional learning was created to compliment the document.

100% of schools self-evaluated their performance in Ensuring Wellbeing, Equality and Inclusion as 'good' or better in the three years from 2018 to 2020. In 2019-20 almost all pupils (92%) stated in responses to education department questionnaires that they feel safe in school and almost all staff (99%) understand how to apply the school's procedures relating to child protection and safeguarding.

Physical activity and sport are recognised as being a major contributor to Health and Wellbeing. SportsScotland's School Sport Award is currently held by 25 of our schools, with 20 of these holding awards at Gold level.

Responding to COVID-19

During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. Senior and pastoral care staff in all settings maintained regular contact with families and provided additional support as required to address any wellbeing or learning needs. Key staff from the education department and all settings worked closely with colleagues in the Health and Social Care Partnership (HSCP) to ensure that the needs of vulnerable children and young people were prioritised.

This included weekly liaison and planning meetings between Educational Psychology, Social Work and HSCP staff to coordinate support for vulnerable children and young people and their families. Close cooperation between Education and HSCP colleagues has also ensured that youth counselling has continued to be available.

The Healthier Minds resource was regularly updated with accessible information for parents, children, young people and professionals. Between the start of lockdown and the end of term there were 8285 page views of Healthier Minds online.



8285
page views of Healthier Minds online

School Meals

Throughout the period of school closure the school catering team prepared and delivered weekly food bags for children who were eligible for free school meals. Each bag contained food and recipes for simple interactive cooking for five days, alongside allergy and food safety advice. At the same all children in hub schools received lunch each day.

The catering team were finalists in the APSE Best and Most Improved Performer in School Catering national awards. In addition the catering team maintained the Food for Life Bronze level awarded by the Soil Association, and retained Coeliac UK's gluten free accreditation.

Facilities Management

The janitorial and cleaning teams maintained a high level of provision of services throughout the session, including during the period of school closure when they supported local area hub schools. Janitorial and cleaning staff made a crucial contribution to the safe reopening of schools by providing enhanced cleaning regimes and overseeing maintenance and building improvements throughout the authority. The teams were winners in the APSE Best Performer in Building Cleaning category for 2019-20.

"This has been a successful year for these behind the scene services where staff are dedicated and work tirelessly to achieve education's commitment of Everyone Attaining, Everyone Achieving Through Excellent Experiences."

Quality Manager, Facilities Management



Financial Resources

Resources continued to be made available to Head Teachers to support local initiatives to improve the attainment of the lowest performing 20% of pupils. Ongoing funding allocated to Early Years also ensured work in that sector to improve outcomes for children was sustained during financial year 2019-20. The successful Reading Recovery scheme was also able to continue.

In line with previous years the department took action to maximise savings, resulting in an underspend against budget of 1.2%. At school level, Head Teachers were able to carry-forward some unspent funds which they will be able to utilise to support school improvement plans over a number of academic sessions or, where necessary, manage into longer term budget reductions. The financial impact of the COVID-19 pandemic continues to emerge and will be monitored closely as we progress through 2020-21. The new build Maidenhill Primary School and Nursery and a new nursery class at St Cadoc's Primary school class opened as planned at the start of session 2019-20.

Online Services

The department progressed with the initial phase of using [parentsportal.scot](https://parentsportal.scot.nhs.uk/) functionality to allow parents to access a range of online services. We had a large uptake of parents using this facility with over 10,000 pupils now linked to an active parentsportal.com account, representing over 50% of the pupils across East Renfrewshire.

In addition a number of online processes were put in place to support establishments during the COVID-19 pandemic including online processes for catchment school applications, parent appeals, key worker provision, instrumental music provision and privilege pass applications. The department is also now using the [gov.notify](https://gov.uk/govnotify) service to facilitate text messaging across a range of services, in order to communicate with parents about a range of services including free school meal provision, early learning and childcare, admissions, school transport and education maintenance allowances.

Investment

Prior to the pandemic, the main construction phase of the 5 new build Early Years centres was on target to be complete as planned for August 2020 to support the expansion of free early learning and childcare to 1140 hours. Alternative temporary arrangements have been put in place for those families now impacted by the inevitable delay in opening these new centres, ensuring all eligible children can access 1140 hours from August 2020 in alternative establishments where required.

The current capital plan also includes the following projects which will be progressed over the coming years:

- The Learning and Leisure in Neilston project will take forward a campus development comprising new build replacements for Neilston Primary, St Thomas's Primary, Madras Family Centre and a new library, with the village also set to benefit from improved leisure facilities

- Extending facilities to temporarily increase the planning capacity at St Ninian's High School, honouring commitments made when changing school admissions arrangements

- Further extending Crookfur Primary School in view of increasing demand within the catchment area

- Provision of an all-weather pitch and running track at Mearns Castle High School.

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 and work with partners across the West Partnership to moderate learner evidence via the online Assessment Portal
- Develop an action plan to implement the recommendations of the Review of 1+2 Languages
- Adapt approaches and methods of curriculum delivery in light of COVID-19, taking cognisance of national guidance
- Take forward the recommendations from the most recent Instrumental Music Service Review
- Implement the Diversity Action Plan
- Revise the Inclusion CLPL Programme to focus on recovery and re-connection and take account of Covid-19 restrictions
- Support settings to develop a recovery Health and Wellbeing curriculum
- Support schools and centres to further develop whole school approaches to Learning for Sustainability, and increase the number of schools achieving Gold level Rights Respecting School Awards and Green Flag Awards
- Continue to provide coordinated support for young carers in partnership with the Carer's Centre and the Health and Social Care Partnership
- Continue to implement our Corporate Parenting Policy
- Implement an LNCT action plan to address teacher workload and bureaucracy
- Continue to work in partnership with schools and centres to manage the financial impact of the COVID 19 pandemic and more generally realise the level of savings required whilst minimising the impact on schools and services
- 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 seek investment to improve the learning environment for all our children and young people and expand provision as required
- Develop our digital capacity and modernise services for all learners and residents.



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Faodar am pàipear seo fhaotainn ann an Gàidhlig agus ann an cruthan eile mar ann an clò mòr agus Braille. Airson tuilleadh fiosrachaidh, feuch gun cuir sibh fios gu Customer First air 0141 577 3001 no post-d gu customerservices@eastrenfrewshire.gov.uk

इस सूचना-पत्र मे उल्लेखित सूचना यदि आप हिन्दी अनुवाद मे चाहे तो कृपया सम्पर्क करे ।

如果您想得到该资料所含信息的译文，请联系：

ਜੇ ਤੁਸੀਂ ਇਸ ਲੀਫਲੈਟ ਵਿਚ ਦਿੱਤੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਚਾਹੁੰਦੇ ਹੋ ਇਥੇ ਸੰਪਰਕ ਕਰੋ।

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 COMMITTEE21 January 2021Report by Director of EducationDRAFT LOCAL IMPROVEMENT PLAN 2021 - 2024**PURPOSE OF REPORT**

1. The purpose of the report is to seek elected member approval for the Education Department's draft local improvement plan 2021 - 2024.

RECOMMENDATION

2. Elected members are asked to approve the attached draft local improvement plan 2021 – 2024.

BACKGROUND

3. Members will be aware of the previous Local Improvement Plan 2020 – 2023. The Standards and Quality Report 2019 – 2020, 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 impact of the COVID-19 pandemic and 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. This includes addressing the specific challenges brought about by COVID-19. 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 2021 – 2022 to 2023 – 2024. 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 2021 – 2024.

Mark Ratter
Director of Education
21 January 2021

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

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Local Government Access to Information Act 1985

Report Author

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Appendix

1. Local Improvement Plan 2021-2024

Background papers

1. East Renfrewshire Community Planning Partnership Fairer East Ren and Locality Plans
2. Standards and Quality Report 2019 - 2020

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East Renfrewshire Council

Education Department

Local Improvement Plan

2021 – 2024

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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 2021 – 2024. 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 and the activities we will continue to undertake as we respond to the specific challenges brought about by Covid-19. 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 2021 - 2024

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 2019 – 2022 is detailed in the Department’s Standards and Quality Report 2019 – 2020 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 2021-22, 2022-23 and 2023-24.

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 2021, 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 2021 - 2024 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 loss of learning associated with Covid-19 and 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. Threaded throughout the plan is a clear commitment towards support and recovery.

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.

Mark Ratter
Director of Education

¹ <https://www.eastrenfrewshire.gov.uk/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 2020/23 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. In 2021-22 we know that the focus for all establishments will continue to be on recovery and renewal. 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 2021

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: Leadership, Empowerment & Improvement; Curriculum, Learning, Teaching and Assessment; Collaborative Learning Networks

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, reduce the poverty related attainment gap and address learning loss, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups • Support and challenge schools to improve outcomes for identified groups and address learning loss and recovery through their use of additional resources e.g. Pupil Equity Fund and additional Covid-19 resources • 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 • Support schools to respond to local and national recommendations, building on good practice in assessment and moderation, to deliver the National Qualifications and maximise outcomes for all • Develop and implement updated Numeracy and Mathematics and Literacy Strategies • Develop a strategy for high quality Early Level experiences for 2021-2024 Deliver the full entitlement of 1140 hours of high quality, flexible, accessible and affordable Early Learning and Childcare

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 • 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 and evaluate the impact of the Digital Learning and Teaching Strategy and STEM Strategy • Continue to support schools and work with partners to build the curriculum and develop the young workforce • Develop and deliver relevant SQA accredited courses to engage 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, involvement and engagement with 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 • Support settings to implement recovery curricula which are tailored to address learning loss and are focused on Literacy, Numeracy and Health and Wellbeing • Implement the recommendations of the Review of the 1+2 Languages Strategy • Support schools and the Instrumental Music Service to develop flexible approaches to delivery of instrumental music tuition. • Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan • Implement the Diversity Action Plan • Implement the recommendations of the National ASL review • Implement the new Integrated Children's Services Plan • Continue to implement aspects of the Carers (Scotland) Act 2016 that apply to Young Carers • Embed best practice established by Healthier Minds Wellbeing Service • Continue to analyse and learn from a range of evidence including the Customer Service Excellence process, questionnaires and complaints, to ensure continual improvement to the experiences of service users and learners • Implement the LNCT Workload and Bureaucracy Plan • Target available resources in line with the Education Department vision recognising the focus on recovery and renewal • 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 COMMITTEE21 January 2021Report by Director of EducationRESULTS OF THE CONSULTATION ON THE IMPLEMENTATION OF THE ENTITLEMENT TO 1140 HOURS OF EARLY LEARNING AND CHILDCARE**PURPOSE OF THE REPORT**

1. The purpose of the report is to inform members of the results of the consultation on the implementation of 1140 hours of early learning and childcare in East Renfrewshire and the proposals for taking this forward from August 2021 and beyond.

RECOMMENDATIONS

2. Elected members are asked to note the department's proposals to further increase flexibility for parents to address parental and family needs.

BACKGROUND

3. The Scottish Government set a transformational agenda for Early Learning and Childcare (ELC) by 2020 which was published in March 2017. The vision was 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.

4. In September 2017 Education Committee approved East Renfrewshire's expansion plan including the 1140 hours models of delivery for early learning and childcare. The Council has a reputation for providing high quality early learning and childcare, which is flexible, affordable and accessible to all families in their local community. Families have valued such over the years and our expansion plan built upon these principles.

5. The Scottish Government announced on Tuesday 31 March 2020 that as a result of the COVID-19 pandemic they had taken the decision to remove the statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2020.

6. The Education Department considered the implications of this decision, in particular the delay to our planned infrastructure programme, the impact on our 'grow our own' workforce completing their necessary qualifications and the likelihood that families were planning both their childcare and financial needs on the basis of 1140 hours early learning and childcare being available from August 2020.

7. In June 2020, Education Committee approved the department's proposal to continue to progress with plans to deliver 1140 hours of early learning and childcare for all eligible 2, 3 and 4 year old children from August 2020 albeit in a more limited way given the impact of COVID-19 on plans.

8. East Renfrewshire's models for delivering 1140 hours (from August 2020) are as follows:

- | | | |
|------------------------------|---|---|
| a. Core Provision | - | 5 sessions of 6 hours per week
(school days over the school year) |
| b. Extended Day Provision | - | 3 sessions of 10 hours per week
(longer days over the school year) |
| c. Stretched Provision A | - | 5 sessions of 4 hours 45 minutes per week
(half days over a longer year) |
| Stretched Provision B | - | 2 sessions of 9 ½ hours and 1 session of 4
hours 45 minutes per week
(mix of full days and half days over a longer
year) |
| d. Blended Provision | - | 15 hours in LA Establishment and 15 hours
with another provider working in partnership
with ERC per week |
| e. Funded Provider Provision | - | 30 hours per week fully funded provision with a
funded provider working in partnership with
ERC, including private, voluntary and
independent (PVI) sector providers and
childminders |

9. The Children and Young People (Scotland) Act 2014, sets out a requirement for local authorities to consult on early learning and childcare every 2 years and to build year on year, more flexible models of early learning and childcare provision through reconfiguration of services.

10. East Renfrewshire undertook its consultation from 26 October to 22 November 2020.

11. The Scottish Government has recently confirmed its commitment to every eligible 2, 3 and 4 year old child receiving 1140 hours of free early learning and childcare, with a new implementation date of August 2021.

12. The results of our consultation will help inform the statute offer to parents from August 2021.

REPORT

Summary

13. The following key points were noted from the consultation:

- 389 parents responded to the consultation;

- 80% of parents stated a high level of overall satisfaction with their current offer of 1140 hours of ELC;
- the introduction of 1140 hours suited work and family life, relieving financial pressures and reducing the amount of time grandparents were being asked to provide childcare;
- lowest levels of satisfaction were linked to lack of capacity and opportunity to purchase additional hours;
- respondents indicated that the setting was more important than the model with a few having no preference;
- an increase in the number of families wishing to access Core hours (similar to school hours);
- further flexibility requested in family centres;
- some children not accessing full 1140 hours offer;
- satisfaction was highest in the Busby / Clarkston / Eaglesham community (94%), and lowest in the Giffnock / Thornliebank community (64%). Most respondents in the Newton Mearns community (82%) and the Barrhead / Neilston community (75%) also responded positively.

Analysis and Learning

14. Within the consultation, parents were asked whether the setting i.e. the location, or the model i.e. the pattern of days and hours was most important to them. The majority (56%) indicated that the setting was more important than the model with a few having no preference. This reflects the overall satisfaction in each community described above. Further comments related to the preference for a particular setting included:

- *I wanted my child to go to the nursery class at my children's school*
- *I wanted the nursery closest to my home*

15. A community based approach to allocating ELC places has been in place since 2014, with the department organising places within 4 community areas - Barrhead/Neilston/Uplawmoor; Busby/Clarkston/Eaglesham; Giffnock/Thornliebank; and Newton Mearns.

16. All nurseries are non-denominational and places are allocated according to our published list of priorities and are available to anyone residing within the community. Having a sibling in a primary school with a nursery class does not give higher priority for a place in that nursery class as this would discriminate against those families living in the community whose children do not and will not attend that particular school.

17. Across East Renfrewshire almost all families accessing Core hours in a nursery class gave a positive response in the consultation, this was higher than any other model. 37% of all applications for 3 year olds due for session 2020/21 requested Core as their first choice of model. This was often paired with desire to attend a particular nursery class, however the consultation showed that families accessing family centres due to their geographical location would have preferred the Core hours model too.

18. Postcode analysis and specific comments showed that this was a particular concern for families living in Neilston and Uplawmoor who prioritised Madras Family Centre on the basis of location. Similarly families using Our Lady of the Missions Primary and St Joseph's Primary who had prioritised Glenwood Family Centre or Cart Mill Family Centre respectively indicated that their child would not benefit from their full entitlement as they only intended to use ELC during term time and would not make use of the setting during

school holiday periods. This was also reported by ELC Head Teachers during focus groups.

19. In the consultation undertaken by the department in 2017, 47% of the 418 respondents indicated that full days would be their preferred model. This correlates well with the proportion of applications received for session 2020/21 requesting either Extended Hours, Stretched B or Private and Voluntary provision (as described in paragraph 8) where parents typically access full days. In contrast, only 33% of respondents in 2017 indicated a preference for term time models, however in the recent consultation this increased to 55% and term time models were the first choice of provision for 58% of 3 year olds for session 2020/21.

20. A report on the full findings of the consultation exercise is included in Appendix 1.

Local Authority Provision for School Session 2021/22 and beyond

Capacity

21. The delay to the infrastructure programme, caused by Covid-19, had significant impact on our ability to deliver 1140 hours of early learning and childcare as planned in August 2020.

22. As noted above East Renfrewshire's early years provision is organised into 4 communities and each of these communities offers the agreed delivery models providing a degree of choice and flexibility for families within their community.

Two Year Olds

23. Table 1 below details the capacity for two year olds, the figures show the maximum number able to attend at any one time according to Care Inspectorate Registration.

Table 1

Establishment	Capacity
Arthurlie Family Centre (2 year old provision)	35
Cart Mill Family Centre (2 year old provision)	20
Glen Family Centre (0-3 provision)	50
Isobel Mair Family Centre (0-3 provision)*	20
Madras Family Centre (2 year old provision)	15
McCready Family Centre (0-3 provision)	47

** Isobel Mair Family Centre provision is for children with Additional Support Needs.*

24. To maximise efficiency, staffing budgets for each setting are determined according to the number of children who have been allocated a place.

Three and Four Year Olds

25. Each community will see their capacity increased up to August 2021 as the new nursery classes are opened at Cross Arthurlie, Busby and Eaglesham Primary Schools. In addition the new facilities at Crookfur, Glenwood and Overlee Family Centres, along with adaptations to Carolside Nursery Class provide more places which will also enhance the accessibility and flexibility on offer to parents and families resident in these communities.

26. Detailed in table 2 below is the registered capacity for 3 and 4 year olds in each local authority nursery at August 2020 and the proposed increases to capacity for August 2021. The delivery models determine how these places are used.

27. As noted above, we maximise efficiency by determining staffing budgets for each setting according to the number of children who have been allocated a place.

Table 2

Establishment	Capacity from August 2020	Capacity from August 2021
Arthurlie Family Centre	120	120
Busby Nursery Class**	100	120
Braidbar Nursery Class	60	60
Calderwood Lodge Nursery Class	100	100
Carlibar Family Centre	90	90
Carolside Nursery Class**	80	96
Cart Mill Family Centre	90	90
Crookfur Family Centre**	-	120
Cross Arthurlie Nursery Class**	-	40
Eaglesham Nursery Class**	56	120
Giffnock Nursery Class	30	30
Glenwood Family Centre**	80	180
Hazeldene Family Centre	100	96
Isobel Mair Family Centre*	24	24
Madras Family Centre	80	80
Maidenhill Nursery Class	120	120
Mearns Nursery Class	60	60
Netherlee Nursery Class	100	100
Overlee Family Centre	-	120
St Cadoc's Nursery Class	60	60
Thornliebank Nursery Class	40	40
TOTAL	1390	1746

* Isobel Mair Family Centre is provision for children with Additional Support Needs.

**New/extended settings due to be operational early in 2021.

28. To meet demand for 1140 hours of entitled Early Learning and Childcare, the Council needs an average of 2300 preschool places for 3 and 4 year old children in any one year; there is therefore a need to work in partnership with funded providers (childminders and private and voluntary nurseries). This means that the department needs to commission places from funded providers for East Renfrewshire children. This year we commissioned 225 places with East Renfrewshire funded providers which were used by a maximum of 351 East Renfrewshire families. We also funded an additional 178 cross boundary placements to other authorities.

29. As detailed in table 3 below, all 14 private and voluntary nurseries within East Renfrewshire were successful in securing a 2 year partnership to deliver 1140 hours of funded early learning and childcare from August 2020 to June 2022.

Table 3

Provider	Status	2020 – 2022 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	✓

30. In addition to the nurseries listed above, 20 childminders have also secured partnership to deliver funded early learning and childcare. At present 11 of these childminders are providing funded placements for children.

Models of Delivery for School Session 2021/22 and beyond

31. The Education Department will continue to provide the models as outlined in paragraph 8 in all communities from August 2021.

32. Nursery classes will continue to offer Core and Extended Provision over the school year.

33. Family centres will continue to offer Stretched A and Stretched B models over 48 weeks of the year, however in response to demand we will introduce Core Provision to family centre models.

34. Although Core Provision is our least efficient model, this move will increase flexibility and choice for families, giving greater access to the most popular model and reduce the oversubscription of nursery classes as the exclusive providers of term time models.

35. The increase to capacity within our ELC estate will also allow us to reintroduce greater flexibility for parents through the purchase of additional hours in response to demand.

36. As our new facilities become established we will begin to offer this flexibility, whilst being mindful of the ongoing Public Health guidance regarding social distancing and “bubbles” and the increase in number of places being used as part of our least efficient model (Core Provision).

37. An online system is available to support the purchase of additional hours providing a manageable way for parents to buy any available additional hours.

Application and Allocation of 1140 Places for August 2021

38. Applications for all ELC places will be online from January 2021. This process will enable parents to complete and submit their application digitally and provide a more efficient and secure process for all. Applications for local authority settings will close on 28 February 2021 and Private and Voluntary Nurseries and Childminders must submit all applications for funding by 30 April 2021.

FINANCE AND EFFICIENCY IMPLICATIONS

39. Elected members will recall the anticipated and annual shortfall in Scottish Government funding from 2021/22 (i.e. the first full financial year of delivering 1140 hours as initially planned). Since then the department has utilised the flexibility associated with this funding to maximise the amounts carried forward each year as well as continuing to lobby the Scottish Government and COSLA to review the distribution methodology. Whilst we await the outcome of the national review, we will continue to seek to manage the costs of expansion closely through the annual budget setting exercise.

40. It is noted financial year 2022/23 will now be the first full year of operations under 1140 hours models offering more flexibility and choice enabled with the new nurseries and family centres; and so it will be from this year onwards that the anticipated shortfall in funding would have greatest impact unless a more favourable allocation of funding is made as a consequence of a revised distribution methodology under the national review.

41. As noted in paragraph 8, models of early learning and childcare are required to evolve and respond to the needs of families under the Children and Young People (Scotland) Act 2014 following consultation every 2 years.

42. To respond to parental demand and slightly amend the models in family centres to include Core Provision will impact on efficiency in terms of the number of children per available place. However given that the net impact on staffing budgets will be minimal and that capacity has now been increased, the department will be able to introduce this model at least for the foreseeable future.

43. The department had anticipated a significant reduction in income from the purchase of additional hours from August 2020 when setting the budget for 2020/21 given less demand/capacity. We do however expect to incrementally introduce greater flexibility to purchase additional hours next session. This will be on a managed basis as new facilities become established, within available staffing resources and depending on the resulting availability of hours following the allocation of entitled places.

CONCLUSION

44. The statutory duty for provision of 1140 hours of early learning and childcare for all eligible 2, 3 and 4 year olds will be introduced from August 2021.

45. East Renfrewshire has offered 1140 hours of ELC since August 2020.

46. The early introduction of 1140 hours along with the results of the statutory consultation has confirmed that our models of delivery are appropriate and responsive to family needs. However the weighting of models needs to be rebalanced to ensure we provide choice to families to access 1140 hours of high quality early learning and childcare that is accessible, flexible and affordable.

47. It should be noted that national advice linked to social distancing may impact on operating capacity and attendance patterns for children and families.

RECOMMENDATIONS

48. Elected members are asked to note the department's proposals to further increase flexibility for parents to address parental and family needs.

Mark Ratter
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January 2020

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APPENDIX 1 – DETAILED PARENTAL CONSULTATION ANALYSIS

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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT**REPORT ON CONSULTATION ON THE EXPANSION TO 1140 HOURS OF EARLY LEARNING AND CHILDCARE****REPORT BY DIRECTOR****BACKGROUND**

1. On Thursday 11 June 2020, the Education Committee approved the department's proposal to continue to progress with plans to deliver 1140 hours of early learning and childcare for all eligible 2, 3 and 4 year old children from August 2020 albeit in a more limited way given the impact of COVID-19 on plans.
2. The Children and Young People (Scotland) Act 2014, placed a duty on local authorities to consult on early learning and childcare every 2 years and to build year on year, more flexible models of early learning and childcare provision through reconfiguration of services.

CONSULTATION PROCESS

3. The consultation period was from 26 October to 22 November 2020.
4. The online consultation was publicised to parents of children under five by:
 - a) Promoting the consultation through the Council's social media accounts.
 - b) Sending the direct link to the consultation to all Early Learning and Childcare Establishments for use via text message, twitter and websites.
 - c) Featuring the consultation on the Council Intranet home page.
5. Responses were submitted by completing an online form which logged all responses and generated a data report at the end of the consultation period on 22 November 2020.
6. Focus groups were held with head teachers, managers and childminders involved in delivering funded early learning and childcare across East Renfrewshire to explore their perspective on the delivery of 1140 hours.

NUMBER OF RESPONSES TO THE ONLINE FORM

7. This section of the report provides information on the number of online responses.
8. In total 389 respondents participated in the consultation. The table below summarises the responses to each question:

Table 1

Question 1 - What is your post code?	G78 <i>Barrhead/ Neilston</i>	G44 & G76 <i>Busby/ Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>	Outwith ERC
	24%	26%	20%	30%	<1%
Question 2 - How old are the children you send to or would send to ELC? (465 responses)	Age 0-1	Age 1-2	Age 2-3	Age 3-4	Age 4-5
	3%	6%	12%	53%	26%
Question 3 - Do you currently access Early Learning and Childcare (ELC)?	YES		NO		
	92%		8%		
Question 4 - Which model of ELC does your child access?	Core hours in a nursery class	Extended days in a nursery class	Stretched A mornings or afternoons in a family centre	Stretched B 2 and a half days in a family centre	
	26%	27%	16%	17%	
	Childminder	Private or Voluntary Nursery	Blended Model	Other	
	0	5%	8%	1%	
Question 5 - How well does your child's current allocation meet the early learning and childcare needs of your family?	<i>Not at all well</i> 1 2 3 4 5 <i>Extremely well</i> 6				
	6%	6%	9%	18%	23%
Question 6 - Please tell us more about the rating you gave above...	There were 277 responses to this question, see summary of views below.				
Question 7 - When applying for ELC we ask which setting you want i.e. the location, and the model you want i.e. the pattern of days and hours. Which of these is most important to you?	The setting		The model		No preference
	56%		35%		9%
Question 8 - Term time provision is available in our nursery classes and follow all school holidays. 48 week provision is available in our family centres which	Term Time		48 weeks		Other
	55%		41%		4%

close over Christmas and on public holidays and in-service days. Which do you prefer?				
Question 9 Which of the models best suit your needs?	School days: 9 a.m. to 3 p.m.	Full days: 8 a.m. to 6 p.m.	Half days: 8 a.m. to 12.45p.m. or 1 p.m. to 5.45 p.m.	Mixture of full days and half days
	42%	37%	8%	13%
Question 10 Would you wish to purchase additional ELC over and above the entitled 1140 hours?	Yes		No	
	53%		47%	
Question 11 Are there any comments you wish to add to this survey?	There were 151 responses to this question, see summary of views below.			

THE VIEWS EXPRESSED: SUMMARY OF VIEWS

9. This section provides a summary of the views within the submissions.

- Question 1 - What is your post code?

Early learning and Childcare provision is organised into four communities based on locality and address.

The greatest proportion of respondents (30%) were from the Newton Mearns community. The smallest proportion (20%) were from the Giffnock/Thornliebank community. Busby/Clarkston/Eaglesham and Barrhead/Neilston were equally well represented with 26% and 24% respectively. Overall the responses were shared proportionately across the communities. There were 3 responses from people who submitted a postcode outwith East Renfrewshire.

- **Question 2** - How old are the children you send to or would send to ELC? (465 responses)
The majority of respondents had children aged between 3-5 years of age. 66 families had more than one child, therefore the responses given related to 465 children.
- **Question 3** - Do you currently access Early Learning and Childcare (ELC)?

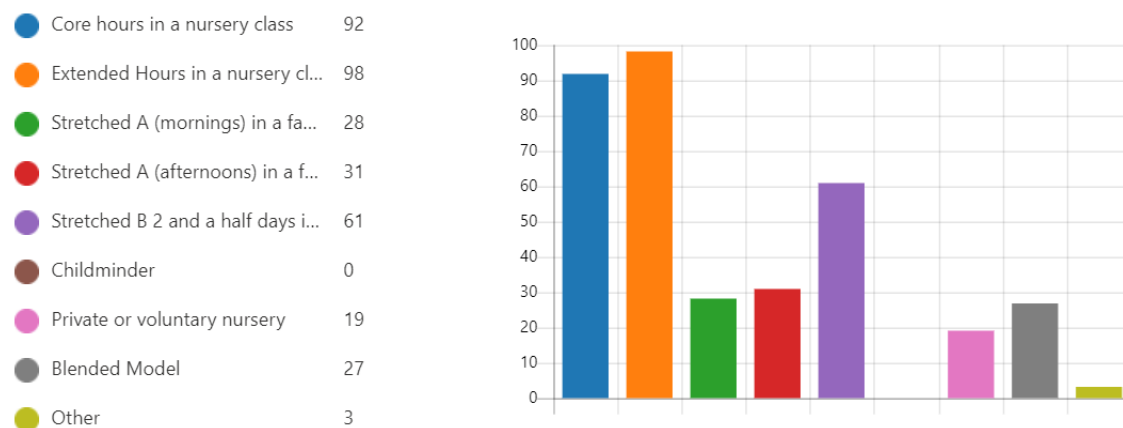
Almost all respondents were currently using ELC. 30 families did not currently use ELC, the majority of whom indicated that they had children under 3 years old.

Questions 4, 5 and 6 were only available to those who answered 'Yes' to Question 3, therefore percentages for these questions relate to the 359 respondents who were accessing ELC.

- **Question 4 - Which model of ELC does your child access?**

The majority of respondents were accessing an ELC model in a nursery class (53%), with less than half (33%) accessing the family centre models. A few respondents were using other funded providers either in full or for a blended model, however no respondent was exclusively accessing a childminder. Table 2 illustrates the breakdown of provision currently being used by families:

Table 2



- **Question 5 - How well does your child's current allocation meet the early learning and childcare needs of your family?**

Respondents were asked to rate their allocation on a 6 point from scale from 1 – Not at all well to 6 – Extremely well. The average rating was 4.6 with 80% of respondents selecting a positive response between 4 and 6.

Satisfaction was highest in the Busby/Clarkston/Eaglesham community (94%), and lowest in the Giffnock/Thornliebank community (64%). Most respondents in the Newton Mearns community (82%) and the Barrhead/Neilston community (75%) also responded positively. Across East Renfrewshire almost all families accessing core hours in a nursery class or a private and voluntary provider gave a positive response. Most families accessing extended hours in a nursery class also responded positively with the majority of those using family centre models or blended provision scoring highly.

The customers who were least satisfied, expressing a score of 1-3 used a variety of models of ELC. The majority of these respondents either accessed Extended hours in a nursery class (28%), Stretched A in a family centre (23%) or Stretched B in a family centre (22%). Of these respondents who gave a score between 1-3, the majority also answered 'Yes' to question 10 expressing a desire to be able to purchase additional hours.

- **Question 6** - Please tell us more about the rating you gave above... (277 responses).

Many of the comments addressed more than one theme. The most common theme was a desire to buy additional hours of ELC which was expressed by 60 respondents, including some who had given a positive score.

Table 3 below summarises the most common themes which demonstrate the benefits of the introduction of 1140 hours for families:

Table 3

Theme	Number of comments
The new hours suit my work	32
The new hours suit my family	18
Core hours suit me because I have other children at the school	17
My child is thriving in their ELC setting	15
The provision is of a high quality	14
I got what I asked for	11
My child loves it	11
My private nursery gives me great flexibility	7
Core hours are good for transition to primary school	7
I like having half days	5
I don't need to rely on grandparents so much for childcare	2
The extra hours are helping	1
I'm saving money	1

In addition there were a range of themes which expressed less positive opinions about the introduction of 1140 hours.

Table 4

Theme	Number of comments
I would prefer to buy more hours	60
I wanted core hours	29
It would be better if you could have term time models in a family centre*	21
I use less than my entitlement because the hours I've been given don't suit me **	19
Full days from 8am to 6pm are too long	14
I would like more flexibility with drop off and collection times	13
I like the nursery class models but I need 48 weeks	10
I think Stretched A afternoon sessions finish too late	9
It will be better when the new nursery is open	9
I wanted my child to go to the nursery class at my children's school	8
I wanted the nursery closest to my home	5
It would be better if all the children got a hot meal/lunch	3
It would be better if settings opened earlier than 8am	3
I use a private nursery because local authority settings don't provide the full hours I need.	2
8am is too early	2

I lose out on some hours because my childminder is not commissioned	1
---	---

**most common in localities with only a family centre or where schools don't have a nursery class, e.g. Neilston and Our Lady of the Missions catchment.*

***most common from families with Extended Hours in nursery classes*

- **Question 7** - When applying for ELC we ask which setting you want i.e. the location, and the model you want i.e. the pattern of days and hours. Which of these is most important to you?

The majority of respondents stated that the setting was most important to them, this was echoed in the comments at question 6 where families expressed a preference for children to go to the nursery class of their catchment school either because it was local to them, or because they already had children at the school and can be seen in Table 5 below:

Table 5

Provision currently accessed	Total number accessing provision	Preference indicated		
		The Setting	The Model	No preference
Core hours in a nursery class	92	54	29	9
Extended hours in a nursery class	98	60	31	7
Stretched A in a family centre	59	29	18	12
Stretched B in a family centre	61	35	21	5
Blended	27	15	11	1
Private or Voluntary Nursery	21	13	7	1
None	31	12	18	1

- **Question 8** - Term time provision is available in our nursery classes and follow all school holidays. 48 week provision is available in our family centres which close over Christmas and on public holidays and in-service days. Which do you prefer?

The majority of respondents selected term time as their preferred option, there was a high correlation between a preference for term time provision and the prioritisation of 'the setting' in question 7.

- **Question 9** - Which of the models best suit your needs?

The models which are currently only available in nursery classes were selected by most respondents.

'School days: 9 a.m. to 3 p.m.' was the most popular option (42%), this was correlated with the following themes highlighted in question 6:

- I wanted core hours
- It would be better if you could have term time models in a family centre
- I use less than my entitlement because the hours I've been given don't suit me
- Full days from 8am to 6pm are too long

The majority of respondents who selected school days as their preference were not currently accessing this model.

'Full days: 8 a.m. to 6 p.m.' was the next most popular option (37%), families accessing Stretched B (two and a half days in a family centre) expressed the desire to buy an extra half day to make 3 full days from 8am to 6pm. This was seen as the most attractive option for working families, however the availability of Extended hours only in nursery classes was seen as problematic by 10 respondents at question 6:

- I like the nursery class models but I need 48 weeks

The majority of respondents who selected full days are currently accessing Extended Hours, Stretched B or a Private or Voluntary Nursery where long days are available. The availability of full days from 8am – 6pm was a common reason for choosing a private or voluntary nursery where families also have the option to attend all year and buy extra days.

Less than half of respondents selected the family centre models as their preference with a few choosing either a mixture of full and half days or half days only.

- **Question 10** - Would you wish to purchase additional ELC over and above the entitled 1140 hours?

The majority of respondents expressed a wish to purchase additional hours. Table 6 below shows the correlation between families wishing to purchase additional hours and the provision they currently access in descending order:

Table 6

Provision currently accessed	Proportion wishing to purchase additional hours
Private or Voluntary Nursery	90%
Stretched B in a family centre	74%
Blended	67%
None	60%
Extended hours in a nursery class	48%
Stretched A in a family centre	46%
Core	38%

- **Question 11** - Are there any comments you wish to add to this survey?

Similar to question 6, many of the comments addressed more than one theme. Again most common theme was a desire to buy additional hours of ELC which was expressed by 45 respondents in question 11.

The second most common theme from 31 respondents was of gratitude and appreciation that East Renfrewshire Council was delivering 1140 hours despite the difficulties associated with the pandemic. Respondents were appreciative of the work being carried out in our settings. This theme is exemplified by the following comments:

"Well done on providing the additional hours in these circumstances. It has made a huge difference to my family."

"I just want to thank the teachers for everything they do. As keyworkers they are dealing with the pandemic head on which must be stressful and uncertain. They come to work with energy, enthusiasm and a smile on their face."

Some of the themes raised at question 6 were further re-iterated in the comments at question 11 and have been grouped together in Table 7 below.

Table 7

	Theme	Number of comments
Delivery models	I would prefer a different model, such as Core hours	20
	There should be holiday cover available for nursery classes	8
	You should be able to get term time in a family centre	7
	I preferred the old models when children went to nursery every day	5
	All primary schools should have nursery classes	4
	Lunch should be included	3
	The new models provide more childcare and not enough learning	2
Application and allocation process	There should be more flexibility to change after the allocation has been made	18
	The allocation process should give priority to siblings at the same school	9
	The allocation process should give priority to working families	4
	Pre-school children should be allocated school days.	3
	I was disappointed by the allocation process	3
	You should be able to apply for less than 1140 hours if that suits you better e.g. if you are a stay at home parent	3
	There should be more places available for children under 3 to buy.	2

CONCLUSION

The introduction of 1140 hours in August 2020 has helped parents to manage their childcare to meet their work commitments; however there remains a need for greater flexibility. Families would welcome the opportunity to purchase additional hours which has not been possible this session due to the delays to the infrastructure programme and the restrictions in place related to Covid-19 and maintaining 'bubbles' of children.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE21 January 2021Report by Director of EducationEAST RENFREWSHIRE'S CHILDREN AND YOUNG PEOPLE'S SERVICES
PLAN 2020-2023**PURPOSE OF REPORT**

1. This report presents "*At Our Heart*" East Renfrewshire's Children and Young People's Services Plan for the period 2020-2023. Education Committee is requested to note the content of the plan prior to being considered by the Integration Joint Board, and remittance to Council for approval. The plan is also required to be submitted to the Scottish Government.

RECOMMENDATION

2. Elected members are asked to:
 - a) acknowledge the duties of the Children and Young People Act 2014 as they relate to Part 3 Children's Services Planning; and
 - b) note the content of the Children and Young People's Services Plan for 2020-2023, prior to remittance to Council for approval.

BACKGROUND

3. Part 3 of the Children and Young People (Scotland) Act 2014 places children's services planning duties on local authorities and health boards. Section 8(1) of the Act requires every local authority and its relevant health board to jointly prepare a Children's Services Plan for the area of the local authority, in respect of each three-year period. A range of other relevant local and national bodies are expected to be either consulted with, or obliged to participate, at various stages of the development of the plan. It also requires the local authority and relevant health board to jointly publish an annual report detailing how the provision of children's services and related services in that area have been provided in accordance with the plan. Statutory guidance to support the preparation of plans was updated and re published in January 2020 and has confirmed that completed plans should be submitted to the Scottish Government after local approval.
4. In April 2020 the Scottish Government extended the submission date for new children's services plans due to the Covid19 pandemic. In East Renfrewshire this provided us with a further opportunity to consult with families on the final plan and also consider the impact that the pandemic is having on children, families and communities.

CONTEXT

5. Section 9 of the Act sets out the strategic aims for a Children's Services Plan. Under these provisions every Children's Services Plan must be prepared with a view to securing the achievement of the following five aims: -

(a) that "children's services" in the area are provided in the way which -

- (i) best safeguards, supports and promotes the wellbeing of children in the area concerned,
- (ii) ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising,
- (iii) is most integrated from the point of view of recipients, and
- (iv) constitutes the best use of available resources,

(b) that "related services" in the area are provided in the way which, so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area.

6. In addition key messages from Part 3 revised statutory guidance state that plans should include:

- A focus on primary prevention and early help
- Targeting the most vulnerable children and families
- A commitment to reducing child poverty
- A joined up services approach
- A commitment to engage communities
- Further implementation of the Getting it Right for Every Child (GIRFEC) approach
- The GIRFEC Wellbeing Indicators as the means to evaluate impact
- A strategic commissioning approach to planning together
- Constitute the best use of available resources

7. The statutory guidance states that the Children's Service Plan must align with existing plans or those in development, as well as legislation to include:

- Community Planning Partnership Local Outcome Improvement Plans
- Local Health Board's Strategic Plan
- Child Poverty Strategies
- Early Years Strategy
- Corporate Parenting Plans
- Community Learning and Development Plans
- Early Learning and Childcare Strategy
- The Community Justice Act
- Community Empowerment Act
- Specifically Parts 1, 4, 5, 6, 9, 10, 11, 12, 13, and 18 of the Children & Young Peoples Act 2014

REPORT

8. The new East Renfrewshire Children and Young People's Services Plan 2020-2023 "*At Our Heart*" is our plan for children, young people, and families for the next three years and demonstrates our commitment to achieve the best possible outcomes for them during these challenging and uncertain times. Since 2002 when we published our first integrated children's services plan we have come a long way towards achieving our shared vision to get it right for children and young people. The new vision for the 2020-2023 Plan has been created by a group of local children, young people, families and staff during the summer of 2020 when covid19 restrictions had been eased. We believe the vision the children and their families have developed is an inspiring and ambitious one and clearly sets out what they believe to be important to them. Our new vision is:

"East Renfrewshire's children should grow up loved, respected and be given every opportunity to fulfil their potential. We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE".

9. In order to achieve the new vision we have agreed to frame our new Children and Young People's Services Plan 2020-2023 within the national *GIRFEC* agenda and the wellbeing indicators – *safe, healthy, active, nurtured, achieving, respected, responsible, included*. Along with this local partners have agreed a new *East Renfrewshire Approach to Improving Children and Young People's Wellbeing* for the following three years including a suite of new priorities which will make a significant contribution to achieving the wellbeing outcomes, and new success criteria will help us judge how well we are doing, and consider the impact on the lives of children, young people and their families.
10. The Covid-19 pandemic, the national lockdowns, and the ongoing impact of the extensive restrictions, continue to affect all communities in East Renfrewshire, as they have elsewhere in Scotland and the UK. As the effect on children, young people, and families becomes more apparent East Renfrewshire Council and partners will adapt our Children's Services Plan accordingly to ensure emerging needs are identified and where possible addressed.

FINANCE AND EFFICIENCY

11. As the children's services plan is a multi-agency plan, costs associated with implementing the commitments detailed will be jointly met through individual departments and services devolved budgets.

CONSULTATION

12. Children's Services Planning takes place within the wider context of community planning in East Renfrewshire. As such the production of this plan has over the last twelve months involved a process of extensive collaborative working between children's services partners and related services as well as the important wider engagement that has taken place with children, young people, families/carers, and communities.

PARTNERSHIP WORKING

13. The Improving Outcomes for Children and Young People Partnership is the principal multi agency group that has responsibility for joint strategic planning and development of services for children, young people, and families in East Renfrewshire. The Partnership oversees the work of the four multi agency thematic planning sub groups in relation to the plan itself and its annual reports. These are – Additional Support Needs Group, Early Years, Corporate Parenting Group, and Young People’s Group.
14. All children’s services and most of the related services are represented on the strategic high level partnership along with the four thematic sub groups. This includes East Renfrewshire Council, the Health and Care Partnership, NHS Greater Glasgow & Clyde, Police Scotland, and a range of other agencies including East Renfrewshire Culture and Leisure Trust, the Scottish Children’s Reporter Administration, Skills Development Scotland, Voluntary Action East Renfrewshire, and partners in local and national voluntary organisations.
15. Policy
No immediate policy implications have been identified.
16. Staffing
No immediate staffing implications have been identified
17. Property
No immediate property implications have been identified.
18. Equalities
An Equalities Impact Assessment or a Children’s Rights Impact Assessment of the new plan will be undertaken and the report will be issued once complete. The findings and recommendations will be adopted by the Improving Outcomes for Children and Young People’s Partnership and delegated to the relevant thematic group and or service/agency as appropriate.
19. IT
No immediate IT implications have been identified.

CONCLUSIONS

20. The purpose of “*At Our Heart*” the new Children and Young People’s Services Plan for 2020 - 2023 is to set out our vision for East Renfrewshire’s children, young people, and their families and demonstrate our commitment to achieve the best possible outcomes for them especially in these challenging and uncertain times. The new plan is framed around *The East Renfrewshire Approach to Improving Children and Young People’s Wellbeing* which includes a suite of new key priorities and success criteria. This approach is rooted firmly in the national Getting it Right for Every Child Wellbeing Framework which continues to underpin all that we do in East Renfrewshire.

RECOMMENDATION

21. Elected members are asked to:
 - a) acknowledge the duties of the Children and Young People Act 2014 as they relate to Part 3 Children’s Services Planning; and

b) note the content of the Children and Young People's Services Plan for 2020-2023, prior to remittance to Council for approval.

Mark Ratter
Director of Education
21 January 2021

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Background papers

CYP Act 2014 <http://www.legislation.gov.uk/asp/2014/8/contents>

Part 3 Statutory Guidance [Children and Young People \(Scotland\) Act 2014: Statutory Guidance on Part 3: Children's Services Planning – Second Edition 2020 \(www.gov.scot\)](#)

Key Words

Outcomes
Safe
Healthy
Active
Nurtured
Achieving
Respected
Responsible
Included
Vision
Wellbeing
Engagement

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“At Our Heart”

The East Renfrewshire Approach to Improving Children and Young People’s Wellbeing

East Renfrewshire’s Children and Young People’s Services Plan
2020-2023

FINAL DRAFT

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Executive Summary

Welcome to East Renfrewshire's Children and Young People's Plan for 2020-2023. The purpose of our plan is to set out the vision for children, young people, and families for the three years ahead, and to demonstrate our commitment to supporting them achieve the best possible outcomes especially in these challenging and uncertain times.

As in previous years and in accordance with the Children and Young People's (Scotland) Act 2014, local and national partners who deliver services for East Renfrewshire's children and families, have come together to design and publish our Children's Services Plan. Based on a wide ranging assessment of local needs, agencies have agreed a plan which has at its heart, the overarching aim of improving the wellbeing of local children, young people, and their families. Children's planning has a very high profile in East Renfrewshire and all partners have again demonstrated a genuine enthusiasm to engage with young people, parents and the communities they reside within. As such the assessment of needs includes what children and parents/carers have told us about their experience of living in East Renfrewshire and the challenges they may encounter.

During early spring this year East Renfrewshire's children's services partners agreed the approach for the next three year period and as a consequence the design of the Children's Plan began with a focus on our vision and values. Prior to completion a further consultation exercise with children and families was planned to ensure the framework was the right one however at this time the impact of the Covid-19 pandemic was apparent and the country entered a national lockdown. This subsequently resulted in a delay in finalising the East Renfrewshire children's services plan for 2020.

Another important event also took place earlier in 2020 with the publication of the national Independent Care Review report "The Promise". This long awaited report into the children's care system in Scotland is regarded as the most significant in a generation and it is anticipated it will have a fundamental impact on the design and delivery of *all* children and family services now and over the next decade. As local authorities are expected to commence with implementing the findings of "The Promise" report, East Renfrewshire Council and partners have reflected the importance it will have over the life time of the new children's services plan and beyond.

The Covid-19 pandemic, the national lockdown, and the ongoing restrictions, continue to affect all communities in East Renfrewshire, as they have elsewhere in Scotland and the UK. As the impact on children, young people, and families becomes more apparent East Renfrewshire Council and partners will adapt our Children's Services Plan accordingly to ensure emerging needs are identified and where possible addressed.

I would like to take this opportunity to thank all of the partner agencies for their contribution to the plan and for keeping children and young people at the heart of all that they do. We look forward to the delivery of the East Renfrewshire Children's Services Plan 2020-2023 and the improvements in the wellbeing of our children, young people and families.

Lorraine McMillan Chief Executive Officer
East Renfrewshire Council

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Introduction

Over the last year East Renfrewshire's children's services partner agencies have been working closely together to agree what our children and young people's service planning vision, outcomes, and priorities should be for the three years ahead. This is a very important task for us to undertake and all partners make a considerable commitment to participate in the development of the new three year plan as well as agree to oversee its delivery. Although 2020 has been an extraordinary year in every respect, we are publishing a plan based on a comprehensive analysis of existing local needs whilst at the same time we have attempted to quantify the impact Covid-19 is having on families and the unprecedented pressure it has placed on them. It is fair to say that our understanding of the impact is far from complete especially as we are still in the middle of living through the pandemic but our new plan has reflected some of the emerging evidence of need and will be flexible enough to allow us to further consider and respond and provide the help and support where and when it is needed. The new ***East Renfrewshire Approach to Improving Children and Young People's Wellbeing*** agreed for the following years is detailed below and illustrated on page 5.

Our Approach
East Renfrewshire's Children and Young People's Plan
2020-23

How we will measure our success

Our Vision

We want East Renfrewshire's children to grow up loved, respected and given every opportunity to fulfil their potential.

We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE

7 Outcomes

1. Safe
2. Healthy
3. Active
4. Nurtured
5. Achieving
6. Respected/Responsible
7. Included

At our heart

Keeping children and young people safe
The mental and emotional wellbeing of children
Care experienced children and care leavers
Families
Children with complex additional needs

Our Priorities

1. Help families and carers give their children the best start in life in a nurturing, safe and stable home environment
2. Protect our most vulnerable children, young people, and families
3. Deliver on our Corporate Parenting responsibilities to our care experienced children and young people by fully implementing The Promise.
4. Respond to the mental and emotional wellbeing needs of children and young people
5. Ensure children and young people with complex needs are supported to overcome barriers to inclusion at home, school, and communities
6. Improve achievement and attainment for all children and young people
7. Support young people with their transition into young adulthood
8. Reducing the impact of poverty on children and families
9. Upskilling our children's services workforce

1. Exclusive breastfeeding 6-8 weeks most deprived SIMD
2. Dental decay decrease - P1 SIMD1
3. Uptake of free ELC for eligible two year olds
4. 0-2 year olds registered with a dentist
5. Children reach dev milestones start P1
6. Improved outcomes for children on completion of parent programme
7. Parents accessing family supports indicate improvement in their family wellbeing
8. Repeat GP presentations Family Wellbeing Service
9. Children accessing the Healthier Minds Service report improvements in their mental wellbeing.
10. Staff feel more knowledgeable and skilled to support mental wellbeing and trauma
11. Young people in transition with a plan at age 16
12. Young people with additional needs with an identified positive post school destination
13. Engagement/feedback sessions with parents/carers/young people
14. Community activities for children with complex needs
15. Young people report their school encourages them make healthy lifestyle choices.
16. SALSUS survey responses
17. Young people participating in diversionary activity
18. Young people involved in ERC Youth Participatory Budget
19. Pupils enter positive destinations
20. Pupils taking part in out of class activities/clubs
21. Number of identified young carers
22. Obese children in primary 1
23. Looked After Children more than one placement
24. Children looked after away from home who have a permanence recommendation within 6 months
25. School attendance looked after children
26. Looked after young people gain achievement awards
27. Looked after children/young people achieve their expected CfE levels in Literacy and Numeracy
28. Children/Young People participate in Champions Board/Mini Champs
29. Children/young people take up Who Cares Scotland advocacy service
30. For Your Entertainment scheme take up
31. Family Firm participation rates

Our Vision is underpinned by

Relational based practice

Listen to children and promoting their participation

A focus on the strengths and assets of families

A trauma informed workforce

The East Renfrewshire Approach to Improving Children and Young People’s Wellbeing

“At Our Heart”, Vision, Outcomes, Priorities

The **vision** for the 2020-2023 Children and Young People’s Plan, agreed by partners during this year is the following:

“East Renfrewshire’s children should grow up loved, respected and be given every opportunity to fulfil their potential.

We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE”.

We are immensely proud of our vision specifically the role our children, young people and families played in creating it.

In order to achieve the vision, we have agreed to frame and name our Children and Young People’s Services Plan 2020-2023 around **The East Renfrewshire Approach – “At Our Heart”** as illustrated above on page 5. This approach is rooted firmly in the national **Getting it right for every child** wellbeing framework which underpins all that we do in East Renfrewshire. We have also established a suite of new **priorities** which we believe will make a significant contribution to achieving the **wellbeing outcomes** and the new **success criteria measures** will help us judge how well we are doing across the partnership and the impact we are making to the lives of our children and young people and their families. The message we want to communicate to East Renfrewshire’s families is that the needs and concerns of children and young people are **at the heart** of what we do and we will ensure this is the case for the life of this plan and beyond.

Progress towards achieving our vision, outcomes, and priorities will also contribute towards the success of the local **East Renfrewshire Community Plan** and the **Scottish Government’s National Performance Framework**. The Community Plan sets out the high-level ambition for East Renfrewshire for the following ten years and is structured around five strategic priority areas following the key life stages of local people, the most relevant for children’s planning being **Early Years and Vulnerable Young People**, the key outcomes which sit alongside this and the emphasis on tackling inequalities.

Similarly the values and aspirations of the **National Performance Framework** very much mirror those agreed by East Renfrewshire’s local partners in that we will do all we can to ensure:-

“..our children grow up in an atmosphere of happiness, love and understanding. We enhance their life chances through our early years provision and by supporting families when they need it. We ensure childhood is free from abuse, tobacco, alcohol, drugs, poverty and hunger. Our children are not left worried or isolated. We include and involve children in decisions about their lives and world, and protect their rights, dignity and wellbeing. Our communities are safe places where children are valued, nurtured and treated with kindness. We provide stimulating activities and encourage children to engage positively with the built and natural environment and to play their part in its care. We provide the conditions in which all children can be healthy and active. Our schools are loving, respectful and encouraging places where everyone can learn, play and flourish. We provide children and young people with hope for the future and create opportunities for them to fulfil their dreams.”

(Scottish Government’s Vision for Children and Young People National Performance Framework).

At Our Heart

Mental and Emotional Wellbeing of Children and Young People

For most of the time children and young people will experience good mental health along with the normal challenges and stresses of growing up. They will benefit from positive and helpful support for their wellbeing from their family at home, in the early years and at school, and they will not require any extra help over and above that from the people they see on a daily basis. There will of course be a proportion of children and young people who will need extra help at some point, some of whom may even require additional or specialist services intervention. This may be because of factors relating to their development or health profile or because of the impact of adverse experiences on them, their family or community.

There is a recognition however that mental and emotional health issues among children and young people appear to have significantly increased in the past few years. This is not only the case in Scotland but also across the UK, and other developed countries. A Children and Young People's Mental Health Taskforce was jointly commissioned by the Scottish Government and COSLA in 2018 to investigate the level of need and in particular the barriers to accessing specialist services. In the Taskforce’s report findings it provides recommendations and advice to support the redesign and rapid expansion of service responses to mental health problems from birth to 25 years and concludes “*a whole system approach to addressing children’s mental health needs, ensuring preventative action to reduce need, and a prompt and proportionate response which improves outcomes for all children who need support or treatment.*”

As a local authority, East Renfrewshire has recognised the extent of mental health concerns among our children’s population, and in our previous Children and Young Peoples Services Plan 2017-2020, we agreed mental and emotional wellbeing as a key priority.

In November 2019 a co-production event which included children, young people and parents/ carers as well as a cross section of the local children's workforce took place. The purpose was to determine what support would best meet the needs of our families and school communities locally. Overwhelmingly, there was support for relationship-based and nurturing approaches which bridged the gap between school and home. In particular there was a shared view that in many instances help for a child or young person would be best placed in the context of the child's family network. It was agreed from this event to develop a blended model of support which would incorporate new as well as existing approaches.

Since this time the impact of the Covid-19 pandemic has exacerbated the circumstances of many children, young people and families, and we are now seeing a significant rise in the number of those experiencing challenges with their mental health and wellbeing. In response to this a multi-stakeholder Healthier Minds Service approach aligned to school communities has been developed to identify and ensure delivery of mental wellbeing support to promote children and families' recovery. This will work alongside our existing Family Wellbeing Service which links to GP practices. Furthermore during the last year we launched our Healthier Minds Framework.

This evidence based guide for children, young people, families and practitioners, outlines ways to support mental wellbeing in a holistic way and provides information about service and resources that can help at different stages in time.

Improving the mental and emotional wellbeing of children and young people will continue to be one of the highest priorities for East Renfrewshire Council Education Service and for East Renfrewshire Health and Social Care Partnership (HSCP) as we go forward over the next three years. Together all partners in East Renfrewshire are building an approach to mental health support for children, young people and families that will ensure they receive the right care and interventions at the right time and in the right place.

Our Corporate Parenting responsibilities and our commitment to #KeepThePromise

When a child or young person becomes looked after– at home or away from home - the local authority, health board, and a number of other public bodies take on the role of Corporate Parent. Corporate Parenting is the collective responsibility of the council, elected members, employees, and the other key partner agencies, to provide the best possible care and protection for our looked after children. This also means that each specified public body has the statutory responsibility to act for a looked after child in the same way that every parent wants to act. We want the best for our children, to see them flourish with good health, to be safe and happy, to do well in education and enjoy healthy relationships. We want our children to make the most of the available cultural and leisure opportunities, and to develop towards adulthood fully prepared to lead independent lives. Importantly, we want young people to progress into a positive post school destination, whether this be further or higher education or employment and to be financially secure.

Whilst East Renfrewshire's partner agencies are fully committed to improving the life chances of our looked after and care experienced children and young people we are also aware that there is more to be done to enable us to achieve our goal of being the best possible parent we can

be. Recently our multi agency Corporate Parenting Group worked with the East Renfrewshire Champions Board - our care experienced young people's participation group - to agree a set of new local priorities. These priorities are now included in this Children and Young People's Service Plan for 2020-2023, along with a suite of measures to track the progress we are making. Integral to these priorities are the findings of *The Promise*, the national 'root and branch' review of the Scottish care system which was published in February 2020. The Care Review has set out how change will take place in a phased way, from 2020-2030.

The publication of *The Promise* is important because over the three years between 2017 and 2020, the Care Review heard from over 5,500 care experienced infants, children, young people and adults about their experiences of the 'care system' in Scotland, and listened to their views about what needed to change. We are proud that looked after and care experienced young people from East Renfrewshire participated in many of the Care Review's events and activities, sharing their stories about what has worked for them, but also articulating very clearly what could have been done better. As implementation of phase one of *The Promise* is from 2020-2024 and the East Renfrewshire Children and Young People's Services Plan timeline is 2020-2023, there will be opportunities to incorporate newly emerging learning and actions as they unfold. This will also enable local partners to consider how these actions can best be achieved and the resources required. This is why one of our agreed priorities is to implement *The Promise*. We will continue to work closely with our local Champions Board and our Mini Champs to ensure that East Renfrewshire delivers on the priorities agreed with our looked after and care experienced children and young people and #KeepThePromise.

Keeping children and young people safe – Our commitment to working with children, young people, their families and carers

We understand that when a child or young person has been harmed or is at risk of harm this can be a very difficult time for them and their family/carers. The East Renfrewshire Child Protection Committee Improvement Plan 2020-2023 focusses on how we can work with children, young people and their families as well as our partners to ensure that children are kept safe in their families and communities.

We recognise that Covid-19 and the lockdown restrictions have had an impact on our children, young people and their families. We want to work with them and our partners to ensure that they receive the right support at the right time to minimise any risks that have arisen from the pressures created by lockdown. We will ensure that children, young people and their families are involved in every step of the process and where we need to do an assessment of their needs and circumstances that they are part of this. We also want children, young people and their families to be part of meetings so that they can contribute to their plans for keeping them safe. We also want children, young people and their families to tell us what is working well and what we can do to improve our services. This feedback will allow us and our partners to ensure that we all work together to keep children safe.

The National Child Protection Guidance for Scotland (2014) is being revised and due for publication in 2021. We will ensure that our local guidance and processes reflect this national guidance.

Supporting families

In East Renfrewshire we recognise the important role that local services can play in promoting family wellbeing and supporting families to lead safe, happy and healthy lives. Although families are generally the best source of care and nurture for their children, many parents and carers across the authority will from time to time need help, and we want them to be able to access this help where and when they need it, and for as long as is required, to protect and promote their children's wellbeing. In East Renfrewshire services for families are primarily based on prevention and early help such as those provided by the universal services of health visiting, early years settings, and schools but there is also a range of more targeted or specialist support available for those who require it, from health, social work, education and local third sector providers. Family support is already effectively integrated into existing service provision, is strengths based in the way it works in partnership with parents and children, and is rooted in the *Getting it right for every child* wellbeing approach.

The need for well-resourced, supportive, accessible and timely supports for families, was a strong theme throughout the Independent Care Review and this has now been articulated in *The Promise*. As we go forward with making the changes required by The Promise we will be evaluating areas of support to families to ensure they will meet the new emerging needs that families will present with over the next three years.

Children and young people with complex additional needs

Our Children and Young People's Services Plan has placed improving the wellbeing of children and young people with complex additional needs within our highest priorities for the following three years. Engagement activity carried out by East Renfrewshire Council, HSCP, and local third sector organisations indicates that families are satisfied with many of the services their children can access from early years settings, schools, health and social care and wider community support, but there are areas where improvements need to be made to remove barriers and widen access and inclusion further. In particular personalisation and transitions are areas parents and young people have identified as requiring re-evaluated and we agree there is more to be done to make these experiences more meaningful ensuring we fully meet expectations.

The key to improving quality and access for children with complex needs is effective multi agency partnership working within the communities children reside, especially between health, social care, education, local third sector organisations. The local children's planning sub group tasked with improvement work in this area draws its membership widely and from all the key partner organisations that can effectively contribute to making the necessary improvements. Importantly established links with parents and young people's groups and forums already exist but our intention is to build upon these to ensure we can capture the breadth of views and experiences that may be held.

The Rights of Children and Young People

East Renfrewshire is committed to ensuring that children and young people are at the heart of decisions which affect them and effectively participate in wider civic society. This is important at both national and local level, including the Scottish Government, local authorities, community planning partnerships, health boards, schools, community councils and other places where decisions are made that will affect children and young people.

We are committed to ensuring the rights of and improving outcomes for all of our children and young people. We respect children's right to family life and to grow up loved, safe and respected so that they can reach their potential. We also understand our additional responsibility to protect the rights of particular groups of children and young people who experience barriers to success and achievement or whose rights are threatened by abuse or poverty. For those children who need additional support, we work with children and their families to assess their circumstances and make decisions with families. We seek children's views on a wide range of issues using appropriate and inclusive tools. We routinely consult with children when new policies are being developed and reviewed.

In December 2018 the Scottish Government published an Action Plan, setting out the activities to be undertaken until 2021 to progress Children's Human Rights. This Action Plan was developed with children and young people and key stakeholders and acknowledges the need for strategic actions that can deliver genuine transformational change in how children's rights are understood and experienced. A progress report on the first year of the Action Plan was published on 20 November 2019. These actions include commitments to incorporate the UNCRC into domestic law; develop and deliver, through co-production, a programme to raise awareness and understanding of children's rights; develop a strategic approach to children and young people's participation; and to evaluate the Child Rights and Wellbeing Impact Assessment. East Renfrewshire Council, and our Health and Social Care Partnership (HSCP) and Culture and Leisure Trust (ERCL) take full account of all national legislation, plans, policies and strategies. All our departments and teams are committed to the promotion and protection of children's rights, in line with the United Nations Convention on the Rights of the Child.

Creating a Trauma Informed Workforce

Adverse childhood experiences are highly stressful and potentially traumatic events or situations that occur during childhood and/or adolescence. These experiences can include violence, neglect, grief and loss, and can have a long lasting effect on people's physical and mental health, affecting how they behave and their relationships with other people in their lives. Acknowledging the impact of such adversity East Renfrewshire HSCP Children's Services along with other local children's services partners have for a number of years, been working from a trauma informed standpoint. By definition being *trauma informed* means being able to recognise when someone may be affected by trauma, adjusting how we work to take this into account, and responding in a way that supports recovery, does no harm, and recognises and supports people's resilience.

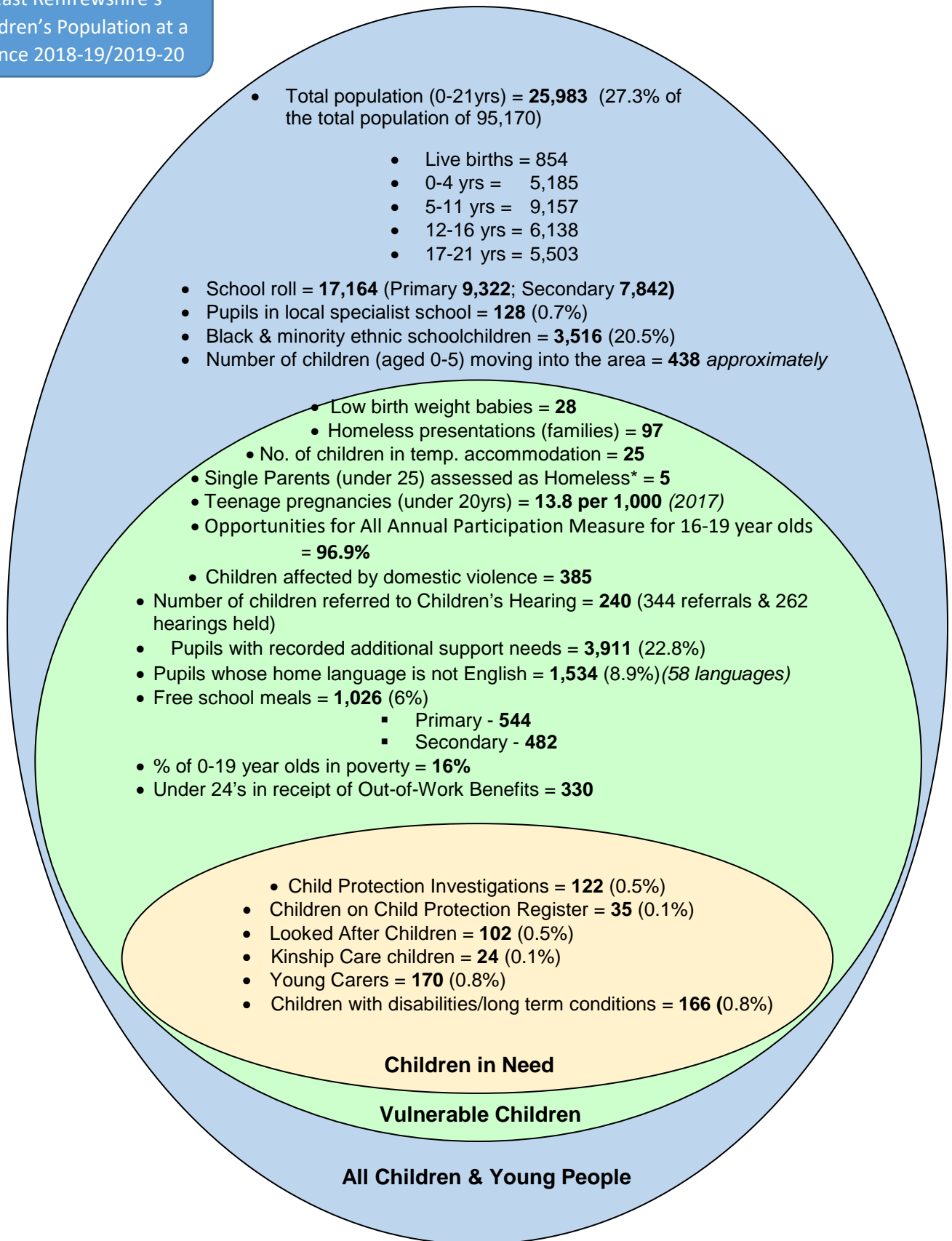
Recently the Scottish Government's Programme for Government made a commitment to preventing adverse childhood experiences (ACES) and to supporting the resilience and recovery of all children and adults affected by trauma. In order for this aim to become a reality a National Trauma Training Programme has been created for the purpose of developing a trauma-informed and trauma-responsive workforce across Scotland. In East Renfrewshire partners have agreed that equipping our children's workforce to respond to trauma in the right way is vital and as such we have agreed to participate in the national training program to develop our own local Trauma Champions and embed the knowledge and skills necessary across all partners who work with children and young people. This will ultimately enable us to build on the considerable work already undertaken in this area and effectively develop and sustain a workforce that is able to respond to the needs of everyone affected by psychological trauma.

Impact of child poverty

Whilst East Renfrewshire Council has some of the lowest levels of child poverty in Scotland local rates have been increasing since 2012. Although it has tended to be more concentrated in specific communities, it is important to understand that child poverty exists across the whole authority. As we are all aware poverty impacts on the health and wellbeing of parents/carers and children and young people and can have long term effects on outcomes into adulthood. The need to tackle the damaging effects of child poverty is now in sharper focus during the Covid-19 pandemic and although this pandemic is primarily a public health emergency it is also having a hugely significant financial impact on communities and the lives of individuals and families.

East Renfrewshire's Community Planning Partnership is committed to reducing the impact of poverty on children and families. The *Fairer East Ren Delivery Plan* focuses on the actions local partners have agreed to undertake together as well as individually to reduce inequalities. These are particularly focused on reducing the impact of poverty on children and links to the broader landscape of children's services which focuses on enhancing wellbeing. Tackling child poverty is at the core of Fairer East Ren's focus to minimise inequalities of outcomes across East Renfrewshire and is in line with the Scottish Government's Fairer Scotland Action Plan taking into account the new duties required under the Child Poverty (Scotland) Act. Our Local Child Poverty Action Report details our local actions focussing on maximising incomes, reducing costs and improving the wellbeing of families facing poverty. Our Children and Young People's Services Plan 2020-2023 will complement this work.

East Renfrewshire's
Children's Population at a
Glance 2018-19/2019-20



The East Renfrewshire Approach to Improving Children and Young People's Wellbeing

2020-2023

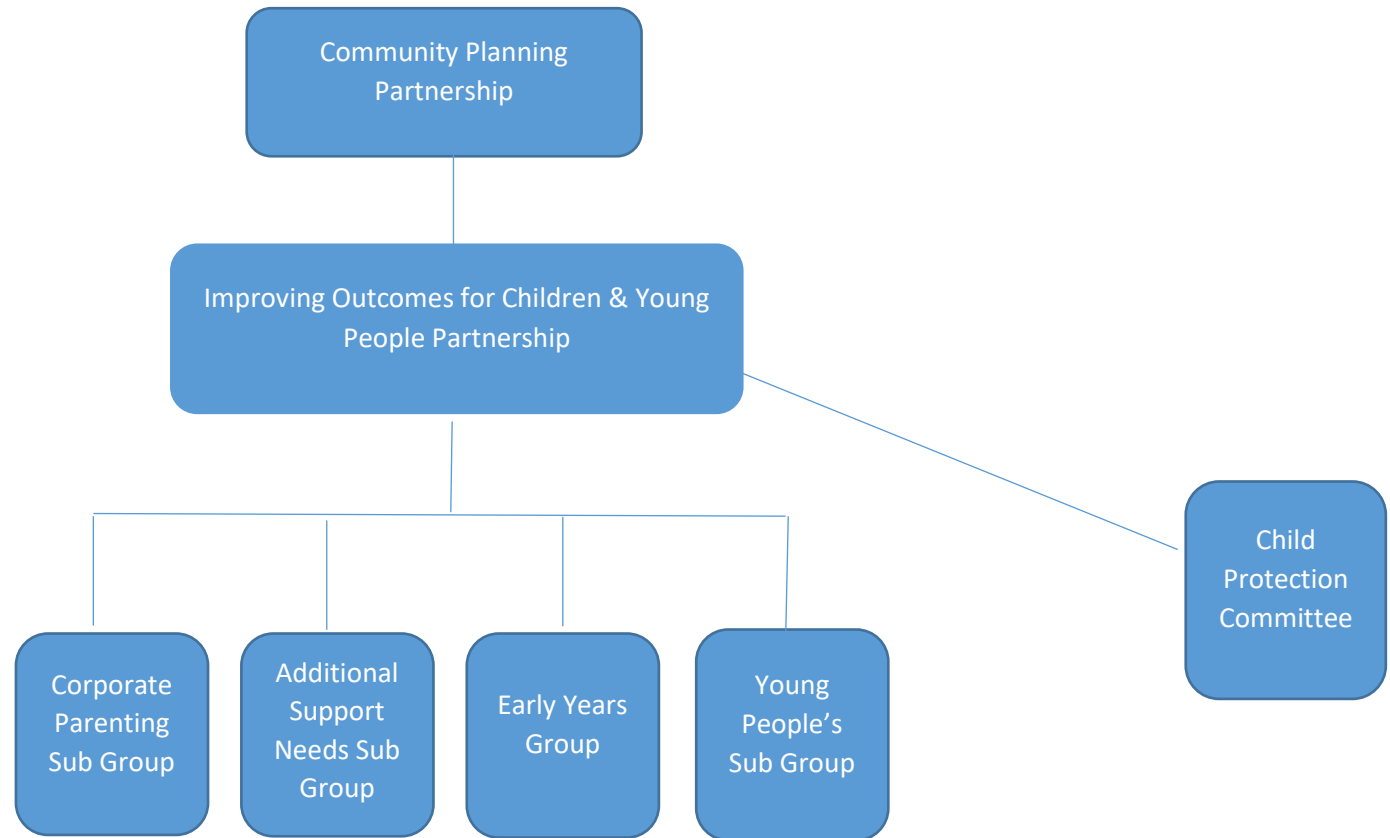
Priority 1. We help families and carers give their children the best start in life in a nurturing, safe and stable home environment	
Our contribution to making this happen	How we will measure our progress
Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	% increase in exclusive breastfeeding at 6-8 weeks in most deprived SIMD data zone (INCREASE) % of 0-2 year olds registered with a dentist Proportion of children reaching their developmental milestones by start of P1. Percentage of obese children in primary 1 Dental decay - P1 SIMD1 (most deprived areas)
Priority 2. Protect our most vulnerable children, young people, and families	
Our contribution to making this happen	How we will measure our progress
Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	% increase in improved outcomes for children on completion of parent programmes % of parents accessing family supports indicating an improvement in their family wellbeing % increase in number of identified young carers Young people participating in diversionary activity

Priority 3. Ensure children and young people with complex needs are supported to overcome barriers to inclusion at home, school, and communities	
Our contribution to making this happen	How we will measure our progress
A community which supports and promotes inclusion for young people with additional support needs.	<p>% of young people in transition to young adulthood with a transition plan by age 16 years</p> <p>% increase in community activities for children with complex needs</p>
Priority 4. Deliver on our Corporate Parenting responsibilities to our care experienced children and young people by fully implementing The Promise.	
Our contribution to making this happen	How we will measure our progress
<p>Settled, secure, nurturing and permanent places to live, within a family setting for all care experienced children and young people.</p> <p>Services and Corporate Parents that are welcoming, inclusive, supportive, and provide opportunities for children and young people to express their views.</p> <p>Accessible, timeous, and effective health interventions.</p>	<p>% Looked After Children with more than one placement within the last year</p> <p>% of children who are looked after away from home who have had a permanence recommendation within 6 months</p> <p>% increase in children and young people who take up Who Cares Scotland advocacy service</p>
Priority 5. Respond to the mental, emotional, and health and wellbeing needs of children and young people	
Our contribution to making this happen	How we will measure our progress
<p>Learning opportunities and activities that provide accurate information to support young people to make safer and informed lifestyle choices.</p> <p>Our children and young people experiencing the highest standards of physical,</p>	<p>% reduction in the number of repeat presentations to GP's for children/young people (Family Wellbeing Service)</p> <p>% of pupils reporting they take part in out of class activities and clubs</p>

<p>mental and emotional health, with access to universal and specialist healthcare services.</p>	<p>Children and young people accessing the Healthier Minds Service report improvements in their mental wellbeing.</p> <p>SALSUS survey responses</p>
<p>Priority 6. Improve achievement and attainment for all children and young people</p>	
<p>Our contribution to making this happen</p>	<p>How we will measure our progress</p>
<p>Our care experienced children and young people enjoying high quality, nurturing learning experiences which support opportunities for personal achievement.</p> <p>Nurturing the interest and talent of our children and young people in sports, arts, and leisure.</p> <p>Learning experiences which are high quality and support opportunities for personal achievement.</p>	<p>% increase in looked after young people gaining achievement awards</p> <p>% of looked after children and young people achieve their expected CfE levels in Literacy and Numeracy, by the end of P1, P4, P7 and S3.</p> <p>% school attendance for looked after children (Primary and Secondary)</p>
<p>Priority 7. Support young people with their transition into young adulthood</p>	
<p>Our contribution to making this happen</p>	<p>How we will measure our progress</p>
<p>An increase in activities which support young people with complex needs to achieve and sustain a positive transition into young adulthood and make safer and informed lifestyle choices</p> <p>Policy and processes to support children and young people to remain in a positive care placement until they are ready to move on and / or good quality accommodation with options to support their needs.</p> <p>An increase in activities which support young people to achieve and sustain a positive transition from school into further or higher education, training, or work.</p>	<p>% increase in young people with additional needs with an identified positive post school destination</p> <p>Young people report their school encourages them to make healthy lifestyle choices.</p> <p>Number of young people involved in ERC Youth Participatory Budget process</p> <p>% increase in looked after Children and Young People participating in Champions Board and Mini Champs activity</p>

<p>Services that promote the UNCRC and opportunities for children and young people to be involved in decision making concerning their life, health and community.</p>	
<p>Priority 8. Reducing the impact of poverty on children and families</p>	
<p>Our contribution to making this happen</p>	<p>How we will measure our progress</p>
<p>Frontline staff recognise the signs of poverty.</p> <p>Children and their families have opportunity to be involved in shaping local policies and measures to reduce the social and economic impact of poverty</p>	<p>% increase in FYE scheme take up</p> <p>% increase in uptake of free ELC for eligible two year olds</p> <p>Family Firm participation rates</p> <p>% of pupils entering positive destinations</p>
<p>Priority 9. Upskilling our children's services workforce</p>	
<p>Our contribution to making this happen</p>	<p>How we will measure our progress</p>
<p>A workforce who can provide appropriate and proportionate mental health responses for children and young people and have the confidence to support families most in need.</p> <p>A speech, language and communication informed workforce.</p> <p>A community and workforce which promotes, encourages and supports healthy relationships, tolerance and inclusion.</p> <p>Relational based practice</p>	<p>Number of engagement/feedback session with parents/carers and young people's groups</p> <p>Staff report that they are more knowledgeable and skilled to support mental wellbeing and trauma.</p>

Working in Partnership – East Renfrewshire Children’s Services Planning Partnership



What we spend on services for children and families

Expenditure on Children's Services 2020/2021		
East Renfrewshire Council		£s
	Education	141,554
	Community Learning and Development	633,800
	Housing	560,000
	Environment - Family Firm/Youth Employability Programme/ Parental Employment Support	131,500
East Renfrewshire HSCP		
	Children and Families	9,674,542
	Health Visiting and School Nursing	1,615,000
	Specialist Children's Services	714,000
	Speech and Language Services	229,000
Community Planning Partners and Partner Agencies		
	Culture and Leisure Trust	3,202,000
	Skills Development Scotland	1,704,000
	Children 1st	375,000
Total		£18,980,396.00

How we evaluate and report on improvement

Implementation of the plan and evaluating its impact is a key responsibility of all children's planning partners. To support this task each year through the work of the Improving Outcomes for Children and Young People Partnership we will produce an annual performance report to demonstrate progress towards achieving the actions, outcomes and targets that have been agreed.

All four of the children's planning groups will work to a delivery plan with clear actions and the co-chairs of each group will report directly to the Improving Outcomes for Children and Young People Partnership on what is being achieved and also any challenges that are being experienced. The latter will scrutinise performance reports and provide support to the children's planning groups when necessary to find solutions to any challenges they encounter. The Children's Plan Annual Reports will be submitted to appropriate Council and HSCP committees each year.

Measuring Success

A suite of critical indicators has been agreed by local partners - drawn from national and local data sources - to gauge the extent to which we are collectively making progress on the wellbeing outcomes for children, young people and families. We are confident this set of indicators will allow us to measure improvement and identify areas of strength as well as areas where we need to redouble our efforts. In addition to these we will draw on other evidence and information to determine whether our activities are having the intended impact. This will include analysis of local improvement and evaluation activity carried out by partners. However the most important source of information on how well we are doing is from children, young people, and families themselves, and their experiences and views will be the final arbiter of whether we have got it right or not. In view of this we will be working even harder to ensure our services operate in a way that openly invites feedback and encourages frequent communication and dialogue with those who are using our services. This is especially important for children and families who are disadvantaged, or experiencing a range of complex difficulties.

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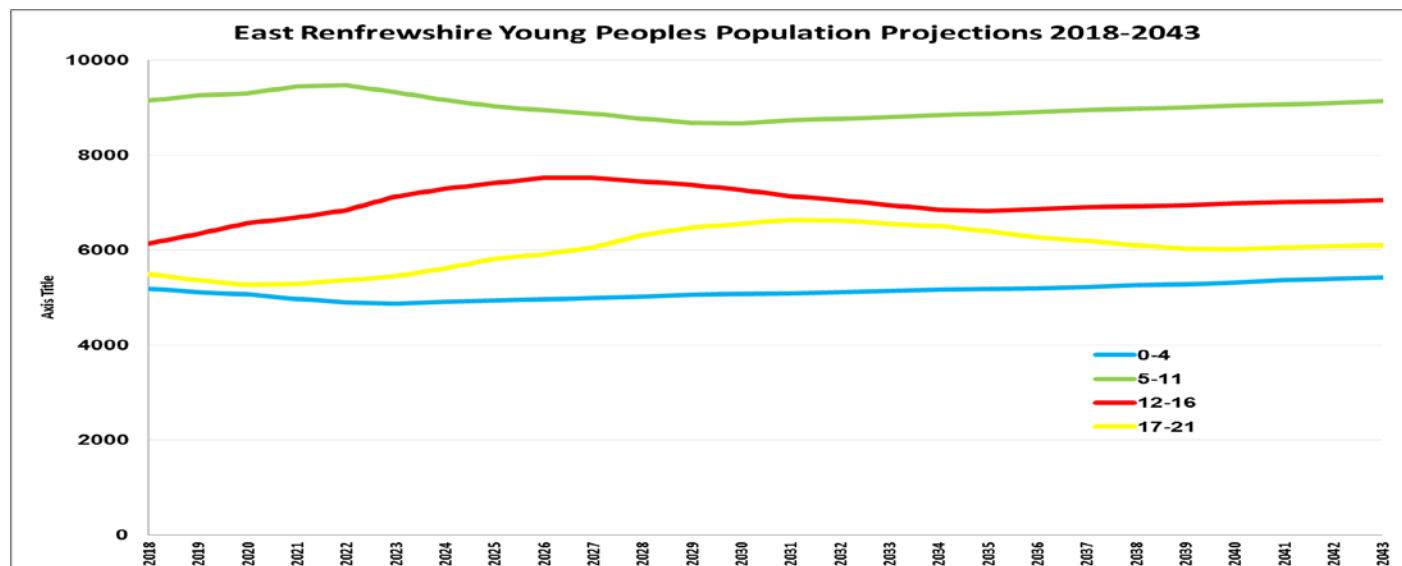
Appendix 1

Profile of Children and Young People's Needs in East Renfrewshire

Children and Young People's Population

East Renfrewshire has a population of approximately 96,000 people that is projected to grow to 108,000 by 2043 (2018 based). Some 22% of the population are aged 16 years or under. The total children and young person's population (0-21 years) is currently around 26,000 with live births per year numbering around 800. This equates to a fertility rate of 51 live births per 1,000 women (aged 15-44) and compares favourably with the Scotland rate of 48.4 live births per 1,000 women. There are 19,525 individuals aged between 0 and 15, this is the highest proportion of children in any local authority in Scotland. One in every five people living in East Renfrewshire is a child.

From the graph below we can see that approximately 5,000 children are currently under 5 years, 8,600 are between five and eleven, and just over 6,000 fall within the twelve to sixteen age group; it is this group.



The number of children and young people aged 0-15 has consistently increased over the last 10 years and has increased by nearly 3% since 2017. The picture across East Renfrewshire differs with the communities of Giffnock (-0.7%), Netherlee and Stamperland (-1.8%) and Clarkston and Williamwood (-2.3%) experiencing a reduction in the number of children and young people. However, all other areas increased the number of children and young people living within them. Projections also show the children and young people cohort continuing to grow over the next 25 years.

There is an increasing pattern of more people entering East Renfrewshire than leaving. In 2018/19 nearly 500 more children (0-14) migrated into the area than left, further adding to the number of children in the population. These levels of migration were the highest levels of any local authority. In comparison between 2017 and 2019, East Renfrewshire experienced a 8.8 per cent decrease in the number of births, dropping from 886 in 2017 to 808 in 2019. The number of births in Scotland declined by 5.7 per cent between 2017 and 2019.

Household Composition

East Renfrewshire has a higher than the Scottish average percentage of households with married / civil partners and dependent children (21.1 per cent). Joint second highest in Scotland for percentage who are married or same sex couples with the second lowest proportion of divorcees. Lone parent families accounted for 10 per cent of all households.

Ethnicity

Most people in East Renfrewshire (94 per cent) report their ethnicity as 'White'. The majority of these people belonged to the 'White: Scottish' category (87 per cent). The 'White: other British' was the second largest category at 4.1 per cent. Of the 'White' ethnic group, 2.9 per cent identified as 'non-British White' including 1.5 per cent of 'White: Irish' and 1.2 per cent 'Other: White' with 0.2 per cent 'White: Polish'.

Minority ethnic groups in East Renfrewshire have grown in size between 2001 and 2011, and generally, lived in more mixed areas in 2011, compared to 2001 (Table 4). The 'Asian' population showed the largest increase and now represents 5 per cent of the total East Renfrewshire population. 'Mixed or multiple' ethnic groups represented 0.4 per cent and 'Other Ethnic' groups 0.3 per cent of the population. The 'African, Caribbean or Black' groups made up 0.1 per cent of the population.

Religion

In the Census of 2011, there was a much higher percentage of people in East Renfrewshire who stated they have a religion (73 per cent) when compared with Scotland as a whole (63 per cent). After Christianity, the next largest reported religion is 'Muslim' which represents 3.3 per cent with an increase of 1.2 per cent from 2001. This is followed by 'Jewish' at 2.6 per cent which represents 41 per cent of the 'Jewish' population in Scotland. The other religions combined (including 'Hindu', 'Buddhist', 'Sikh' and 'Other religion') represented a further 1.4 per cent.

Socio Economic Factors

There are around 3,600 children living poverty within East Renfrewshire. This amounts to 16% of children living in East Renfrewshire. This is lower than the Scottish average and comparable with East Renfrewshire's family group in the Local Government Benchmarking Framework. However, there is disparity in levels of poverty across the authority; varying from around one in twenty children living in poverty in the more affluent areas, to almost one in three in the less affluent areas.

Within East Renfrewshire there are over 11,500 households with children. Around 2,200 of these are lone parent households, a group at greater risk of poverty. It is projected that there will be over a 30% increase in the number of lone parent households 2026, which is much higher than the average Scottish increase. It is projected that lone parent households will make up a greater proportion of the households in East Renfrewshire by 2026 growing to 7%.

However within East Renfrewshire there are some communities considerably more deprived than others. Across East Renfrewshire 6.6% of the 18-24 age group were unemployed and claiming benefit in October the Scotland wide figure was 8.8%. Although East Renfrewshire has a proportionately large population of children living in the area, proportionately child poverty levels in comparison to the national average, are very low. However, there is disparity in levels of poverty across the authority; varying from around one in twenty children living in poverty in the more affluent areas, to almost one in three in the less affluent areas.

Out-of-Work Households: Six per cent of children in East Renfrewshire live in out of work households. This is significantly below the Scottish rate of 13.9%. However, there are significant differences across the authority area - 1.3% of children in Netherlee, Stamperland and Williamwood live in out of work households, whilst this figure rises to 18.7% in Barrhead. In terms of children with complex additional needs 3.9% of East Renfrewshire's 0-15 population were also in receipt of Disability Living Allowance compared to 4.7% nationally.

Free School Meals Entitlements: Another useful indicator of levels of deprivation among families is free school meals entitlement rates. At September 2019 6.3% of the primary and secondary school population were in receipt of free school meals, taking standard entitlement into consideration (however all P1-P3 children are entitled to and registered for free school meals). As expected, entitlement is concentrated mainly within the localities where deprivation levels are highest.

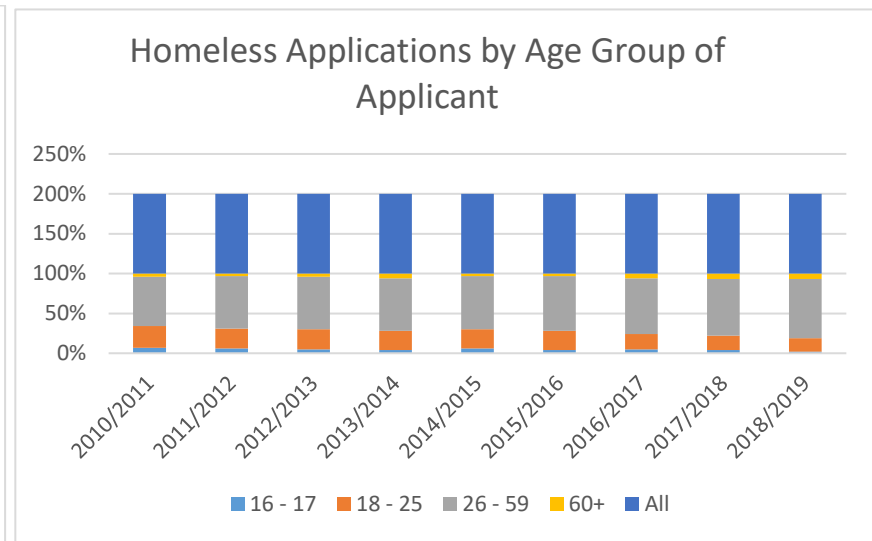
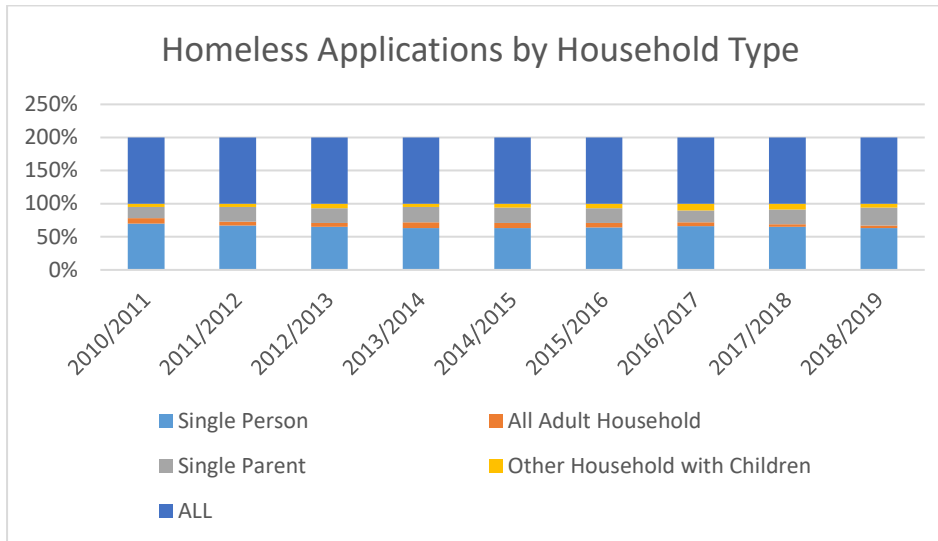
Economic Impact of Covid – top level data

ERC has had a 137.1% increase in unemployment between January and May 2020 (third highest % increase in Scotland). 2300 ERC residents are on the Income Support Self Employment scheme and 744 Business Support Grants have been issued. By end of first lockdown 10,100 residents were on furlough.

Housing

The Council's Housing Service and partners RSLs continue to prioritise the rehousing of vulnerable households faced with homelessness, and to respond to the Scottish Government's requirements to drive down the instances of homelessness and length of time people who are homeless wait to be suitably rehoused. The average length of time in temporary accommodation in 18/19 for homeless households was 98.5 days; a decrease from 108.9 days in 17/18, and reflects the pressure we have for additional affordable housing to be made available.

While applications from homeless families have increased slightly in 2018/19 as a proportion of overall applications, there has been an ongoing drop in the young people 25 and under who have had to make a homeless application, in part due to the other protocols we have in place to prevent this occurring.



Education

East Renfrewshire Council's Education Department has a strong reputation and record of high levels of attainment and sector leading evaluations of pupil experiences from HMIE evaluations. East Renfrewshire Council's Education Department is fully committed to securing positive outcomes for all children and young people.

The department's vision statement – 'Everyone Attaining, Everyone Achieving through Excellent Experiences' – 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. 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

Attainment in the Broad General Education

Pupil progress in reading, writing, talking and listening and numeracy through the Broad General Education (P1 to S3) is measured by teacher professional judgement. Teachers make a professional judgement of each pupil's progress, with evaluations based on a wide range of evidence which takes account of breadth, challenge and application of learning. The evidence comes from a range of assessments including standardised assessments and on-going observation of learner progress. Teacher professional judgements at the P1, P4, P7 and S3 year stages are gathered each year by the Education Department and are submitted to the Scottish Government. Regrettably, as a consequence of the Covid-19 pandemic, teacher judgements will not be collected for the academic year 2019-20. The following tables provide details of the proportion of pupils who achieved the expected levels of progress within the Broad General Education in each of the curricular areas:

Primary Attainment (P1, P4, P7 Combined Values)

	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	88.4	89.2	91.2	90.7
% Attaining or Exceeding Expected Levels - Writing	85.5	86.6	89.4	88.3
% Attaining or Exceeding Expected Levels – Talking & Listening	90.5	91.6	94.0	94.5
% Attaining or Exceeding Expected Levels - Numeracy	88.6	90.3	90.8	90.7

Primary attainment in reading, writing, talking and listening and mathematics has increased over the last four years. The 2018-19 performance in talking and listening was the highest to date.

Secondary Attainment (S3)

At the S3 year stage, pupil attainment is recorded as achieving the 3rd or 4th level of the Broad General Education. The table below provides details of the proportion of S3 pupils which achieved the 4th level in each curricular area.

	2015-16	2016-17	2017-18	2018-19
% Attaining Fourth Level – Reading	69.7	77.0	78.4	80.9
% Attaining Fourth Level – Writing	63.5	71.7	76.6	79.7
% Attaining Fourth Level – Talking & Listening	72.5	76.9	80.1	81.5
% Attaining Fourth Level - Mathematics	76.2	76.1	78.2	78.4

Secondary attainment (S3) at fourth level 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.

Performance in SQA examinations:

East Renfrewshire continues to outperform similar authorities and performance is well above the national average. In academic year 2019-20:

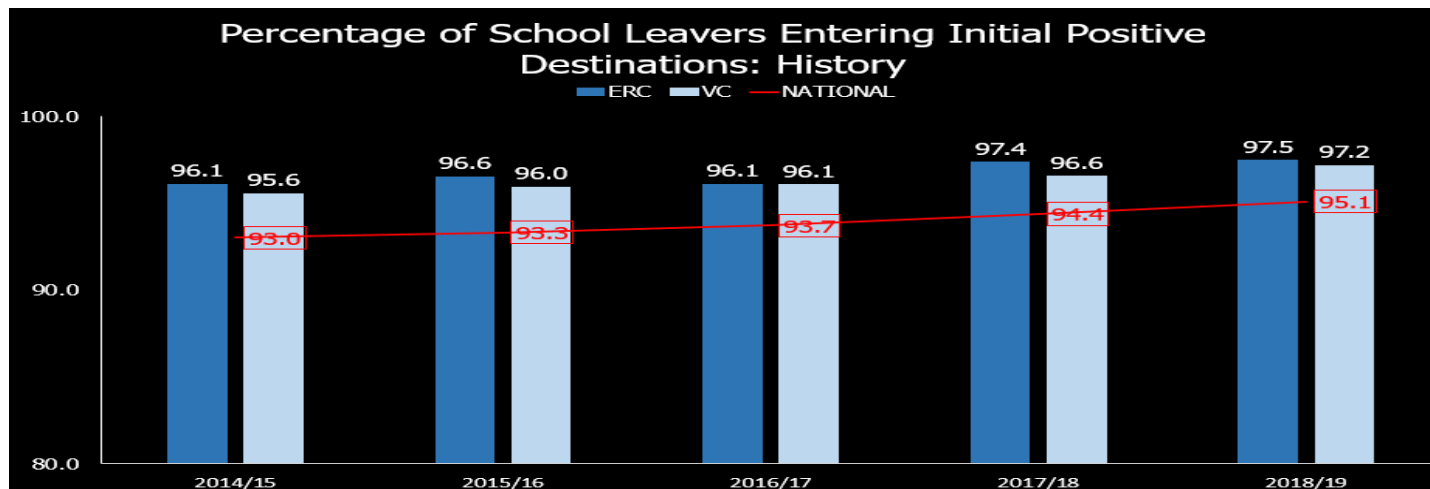
- Some 85% of S4 pupils achieved 5 or more awards at SCQF Level 5; this is the highest recorded for the Council and is 19% above the local authority's virtual comparator value.^[1]

^[1] Virtual comparator values provide context for the data. The virtual comparator is a standard benchmarking measure. The virtual comparator is a sample group of pupils from other parts of Scotland who have similar characteristics to the young people in the local authority (matched on gender, additional support needs, stage of leaving school (S4, S5 or S6) and the social context in which they live.

- Since 2018 the average amount of Insight points S4 pupils from the most deprived areas as defined by Scottish Index of Deprivation (SIMD) has increased by 11 percentage points; whilst the attainment of all SIMD groups increased over the period, the deprivation gap decreased as the middle and most affluent groups increased by 5% and 2% respectively.
- SCQF Level 6 (Higher) results for S5 year pupils continues to demonstrate very strong performance, with the proportion of pupils attaining 1 or more, 3 or more or 5 or more SCQF Level 5 awards being 14%, 19% and 20% above the Council’s virtual comparator, respectively.
- At Advanced Higher in S6, 48% of the original S4 cohort achieved 1 or more SCQF Level 7 (Advanced Higher) awards, an increase of 4.5% since 2018 and 16% above the Virtual Comparator.
- East Renfrewshire continues to out-perform its virtual comparator for all key indicators at SCQF Levels 3 to 7.

School Leaver Destinations

The proportion of school leavers entering a positive destination has increased over the past 5 years to an all-time high for the Council of 97.5% in 2018-19. In each of the last 5 years the proportion of pupils leaving school for a positive destination has been in keeping with or above the virtual comparator and is significantly above the national values.



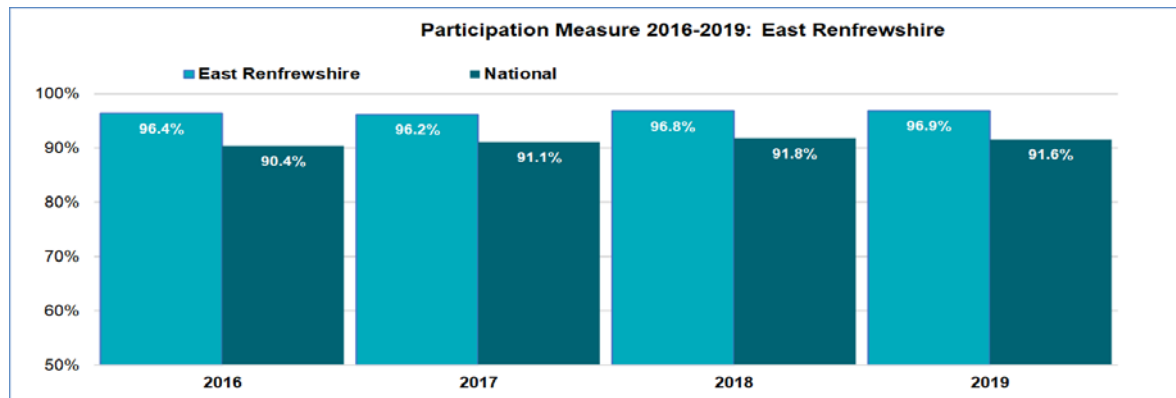
The proportion of young people residing in less affluent areas as defined by SIMD, leaving school and entering a positive destination has increased at a significantly greater rate than those from other decile groups.

Annual Participation Measure

The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-19 year old who is not in employment, education or training. Skills Development Scotland (SDS) worked with the Scottish Government to develop a measure of participation which allows for the identification of the participation status of the wider 16-19 cohort.

The latest Annual Participation Measure report (published August 2020) marked the sixth release of statistics on the participation of 16-19 year olds at a national and local authority level. As agreed by Scottish Ministers the Annual Participation Measure has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation. This has replaced the school leaver destination follow up as the source of the national indicator, "Percentage of young adults (16-19 year olds) participating in education, training or employment".

The measure is drawn from records on SDS's Customer Support System, which are updated by SDS and by partners (including East Renfrewshire Council/schools, colleges, SAAS, DWP). It allows all partners to better understand the impact of interventions and the outcomes they deliver at every transition point for 16-19 year olds. The graph below shows the results over a four-year period in relation to levels of 'participation' within East Renfrewshire compared with the national averages. East Renfrewshire is above the National Comparator in the last 4 years as illustrated:



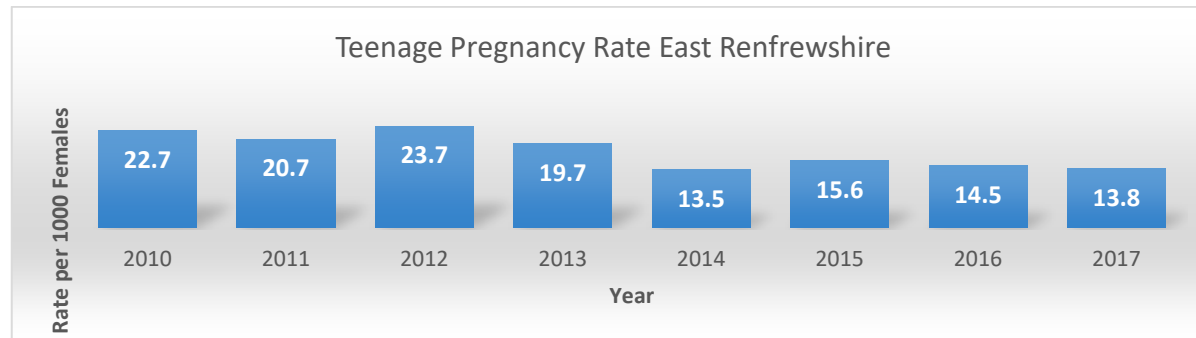
Attendance and exclusions: In the primary sector, the attendance rate for 2019/20 was 95.6%. In the secondary sector the attendance rate for 2019-20 is 92.8%. School exclusions remain very low within East Renfrewshire. In 2019-20 there were no temporary exclusions in the primary sector and there has been only one temporary exclusion in the primary sector over the past 5 academic years. Nationally, in 2018/19 the rate of exclusions in the primary sector is 4.9 exclusion incidents per 1000 pupils.

In the secondary sector, in 2019/20 the rate of temporary exclusion was 4.6 exclusions per 1000 pupils and is a decrease from the 2018-19 rate of 6.8 exclusions per 1000 pupils; nationally in 2018/19, the rate of exclusion is 24.7 exclusions per 1000 pupils.

Child and Maternal Health

East Renfrewshire Teenage Pregnancy rate

The most recently published data for teenage pregnancy is for the calendar year ending 2017 (published July 2019). Teenage pregnancy rates in East Renfrewshire have generally been decreasing since 2010. In 2017, East Renfrewshire had the lowest rate of all council areas for the second year running. In 2017 the teenage pregnancy rate (per 1000 births) in East Renfrewshire was 13.8 compared to 29.8 for NHS GGC, and 30.2 for Scotland.



Maternal Smoking

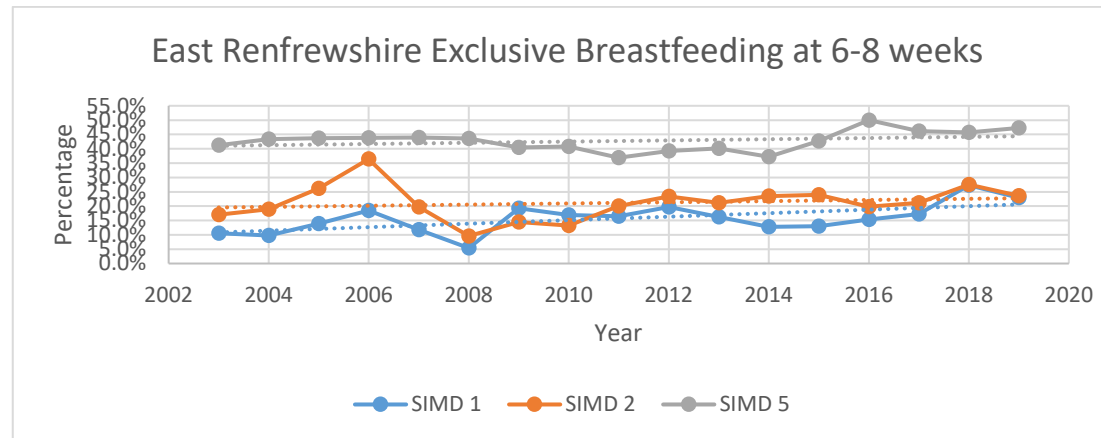
The health of a pregnant woman and her baby are closely linked and are influenced by a number of different factors including maternal smoking. In 2019, 5.7% (46) of women living in East Renfrewshire were recorded as smoking at the time of their antenatal booking appointment compared to 4.6% (39) in 2018. Maternal smoking in pregnancy in women living in East Renfrewshire remains significantly below figures for Scotland and NHS GGC at 14.6% and 11.7% respectively.

Maternal Smoking at Antenatal Booking Appointment

AREA	2018 (count)	2019 (count)
East Renfrewshire	4.6 (39)	5.7 (46)
NHSC GGC	11.5 (1340)	11.7 (1277)
Scotland	14.4 (7363)	14.6 (6989)

Breastfeeding Rates and Deprivation

There continues to be a difference in breastfeeding rates between women living in our most deprived areas of SIMD 1 &2 and our most affluent in SIMD 5. In 2019 23% of women living in the most deprived areas of the authority (SIMD 1) were exclusively breastfeeding at 6-8 weeks compared with 47% of women living in our least deprived areas (SIMD 5). Indeed, this is a trend that is seen in our most deprived areas across Scotland. However, East Renfrewshire does continue to have one of the highest exclusive breastfeeding rates as a whole at 6-8 weeks in Scotland.

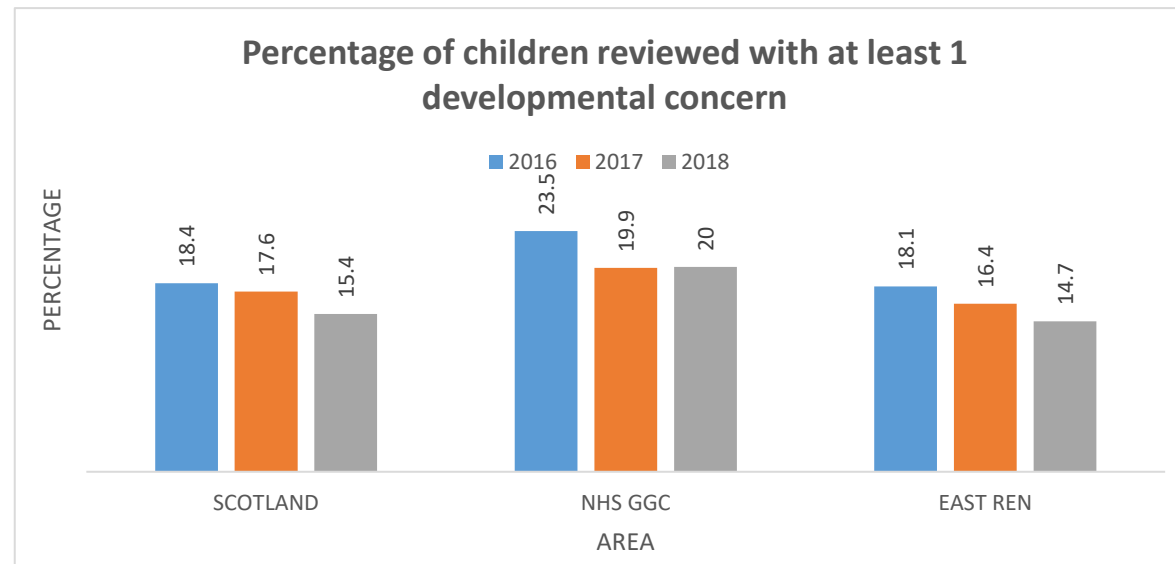


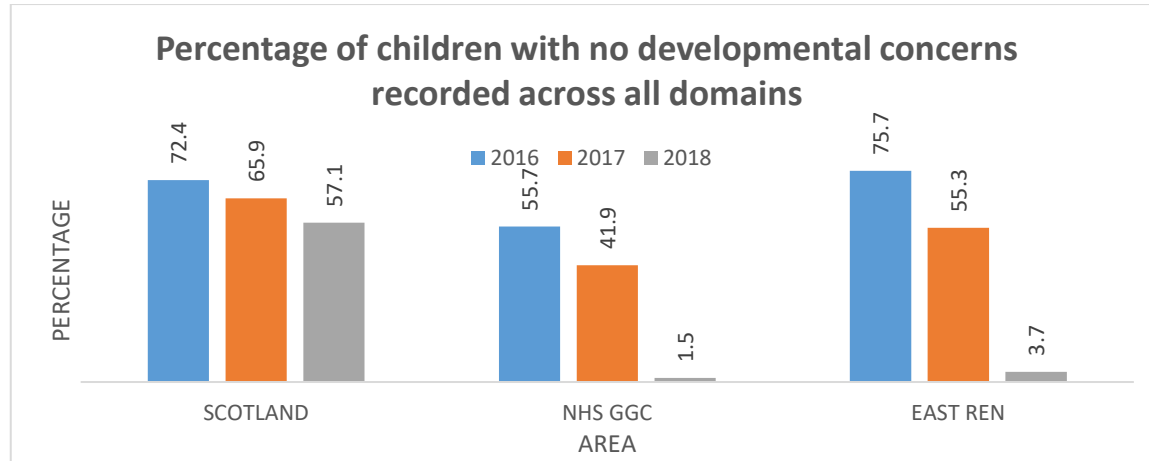
Children's development 27-30 month assessment

27-30 Month Review

Children's development is assessed during the health visitor 27-30-month child health review.

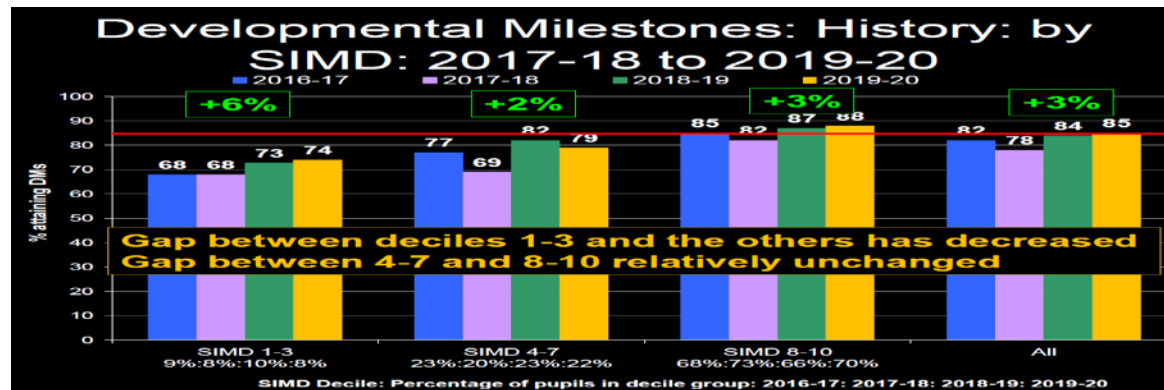
The latest information available comes from reviews provided to children turning 27 months between April 2017 and March 2018. In 2017/18, 15% of children in East Renfrewshire, undergoing a 27-30-month child health review had a concern recorded about at least one area of their development. This compares to 18% in 2016. The slight decrease is in comparison to other areas across GG&C. The recording of concerns may be due to the increase in number of Health Visitors within East Renfrewshire resulting in earlier interventions and management of developmental concerns with children and families.





P1 Pupils reaching developmental milestones

Since 2013-14 data has been gathered on the percentage of children achieving the expected levels of development on entry to primary 1. The following components are assessed: Attention, Speech, Expressive Language, Receptive Language, Communication, Gross Motor Skills, Fine Motor Skills and Behaviour. In East Renfrewshire, within each decile range, the increase in the percentage of children achieving their developmental milestones is greatest within the least affluent communities, SIMD deciles 1-3. This has contributed to a reduction in the gap between the achievement of those from the most affluent, SIMD 8-10, and least affluent, SIMD 1-3 residencies, which has decreased from around 26% in 2014-15 to 14% in 2019-20.



Oral Health

Dental Registrations 0-2 year olds

NHSGGC's target for children aged 0-2 years is - *a minimum of 60% should be registered with an NHS dentist*. Although this target has been in existence for several years no local authority in the health board area has reached it. Nor has the target been reached across NHSGGC as a whole, or in Scotland. As can be seen from the table below since 2016 the registration rate has fallen by almost 4% in East Renfrewshire.

Area	Year 2016	Year 2017	Year 2018	Year 2019
GGC	52.2 %	53%	52.9%	52.5%
East Renfrewshire	56.0%	55.1%	53.6%	52.4%
Scotland	49.0%	48.5%	48.2%	47.4%

Dental Caries in Primary 1 Pupils

The National Dental Inspection Programme (NDIP) is carried out annually but alternates on a sample of P 1 and P 7 children in each Local Authority area. The latest data for children age 5 years is from the school year 2018. As can be seen in the table below the percentage of P1 pupils in East Renfrewshire with no obvious decay experience in 2018 was 82.6%. This is an increase from the 2016 figure of 79.6%. East Renfrewshire also compares favourably with NHSGGC and Scotland wide too.

Percentage of P1 Children with no obvious decay

Area	Year 2018
East Renfrewshire	82.6%
NHS GGC	67.1
Scotland	71.0%

There is a link between deprivation and oral health and this is also reflected in local data. In 2018 only 33% of Primary 1 pupils living in the most deprived areas of East Renfrewshire had no obvious decay in their teeth compared with 90% of children living in the most affluent areas. These figures are however based on a very small number of children.

Childhood Obesity

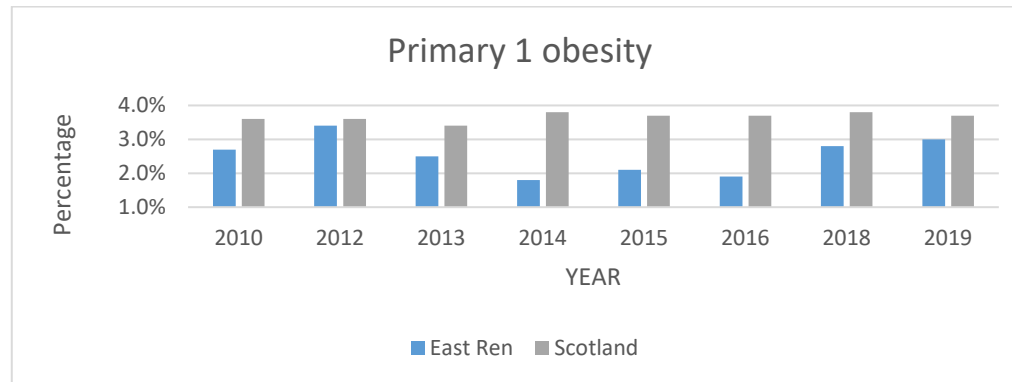
This data is derived from height and weight measurements recorded at Primary 1 Health Reviews and recorded on the Child Health Surveillance System Programme – Schools. Data is published annually in Nov/Dec by Information Services Division Scotland (ISD).

As can be seen from the graph below East Renfrewshire has a lower percentage of obese P1 children than Scotland wide, however this gap had narrowed over the last 4 years primarily due to an increase in East Renfrewshire figures. In 2019, 3% of P1 Children in East Renfrewshire who were measured, were classed as obese. This figure increased slightly from 2.8% in 2018. This compares to 1.4% in East Dunbartonshire (a comparator authority) and 3.7% Scotland wide.

The proportion of severely obese children in East Renfrewshire is less than the National average.

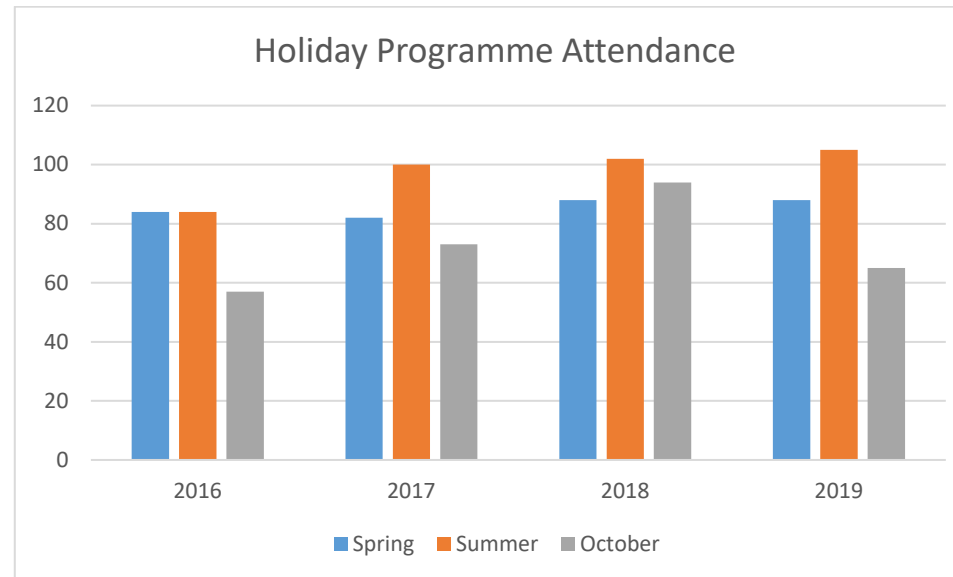
The proportion of children recorded as severely obese in East Renfrewshire increased between 2014 and 2018, similar to the national trend toward increasing overweight and obesity. In 2019 only 1.4% of P1 pupils were recorded as severely obese. This compares to 1.7% and 2.8% in East Dunbartonshire and Scotland wider respectively.

Proportion of Obesity in Primary 1 Pupils



Children with disabilities

Over recent years there has been an increase in children and young people with complex needs in East Renfrewshire. Information in the graph below highlights an increased trend in the number of children and young people with complex support needs attending holiday programmes offered by the Inclusive Support Service. The summer programme continues to be welcomed by families as they advise they struggle to cope during the long school break. The lack of structure and routine when not at school can be particularly challenging. Support levels required are also increasing in response to children and young people with complex health issues and behavioural support needs.



Alcohol and Drug Consumption among young people

The 2018 SALSUS survey findings indicate a change in attitudes and behaviours towards alcohol and drugs amongst young people in East Renfrewshire since the 2013 study. More 13 year olds believe it is "ok to try alcohol" compared to 2013 (43%). Three quarters of 15 year olds believe this, but there has been no change since 2013. Over a third of 15 year olds reported "being drunk more than ten times" – an increase of 14% from 2013 and 12% higher than in Scotland as a whole.

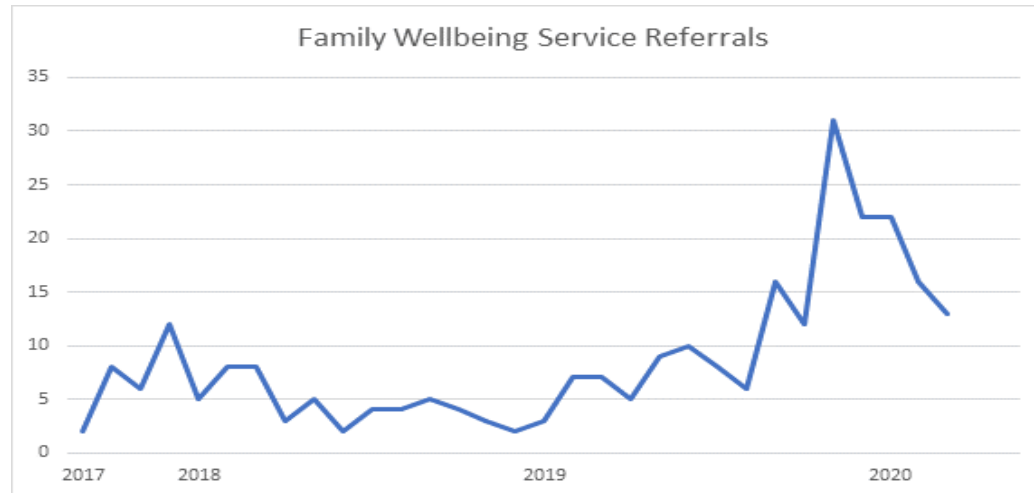
Positively the vast majority of 13 and 15 year olds respondents have not tried drugs. However half of 15 year olds say they have been offered drugs and agree it is easy to get access to drugs if they want to – cannabis is the most common drug.

Vulnerable Children and Young People

Mental Health of Children and Young People

Family Wellbeing Service (ERHSCP partnership with Children 1st and Robertson Trust)

The graph below shows the growth in referrals to the Family Wellbeing Service since the pilot began within 2 GP practices in September 2017. The service was then made available to a further 4 GP practices in early 2019 and again increased by a further 4 by autumn of 2019. The final 5 practices were offered the service late 2019; however only 2 of these practices have taken up the offer thus far. Currently the service can receive referrals from 12 out of a possible 15 GP Practices across the region. The tailing off of referrals coincides with the beginning of the Covid-19 pandemic; however, just prior to this period the service experienced a substantial rise in referrals, spiking at 31 in November 2019



Child and Adolescent Mental Health (CAMHS)

As detailed in the table below whilst there has been a slow rise in overall referral rate, in keeping with all CAMHS teams in the west of Scotland, the number of cases which do not meet criteria has significantly decreased increasing overall demand on services. The reasons for this reduction in referrals which do not meet criteria are threefold.

- 1) Updated guidance from the Scottish government on criteria for camhs service specification.
- 2) All referrals to be provided with a telephone mental health check up to confirm details
- 3) Updated referral from for GPs

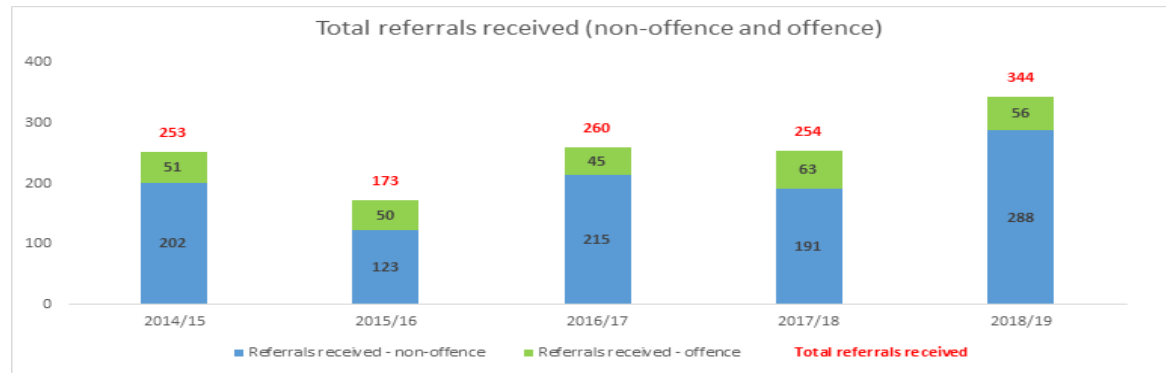
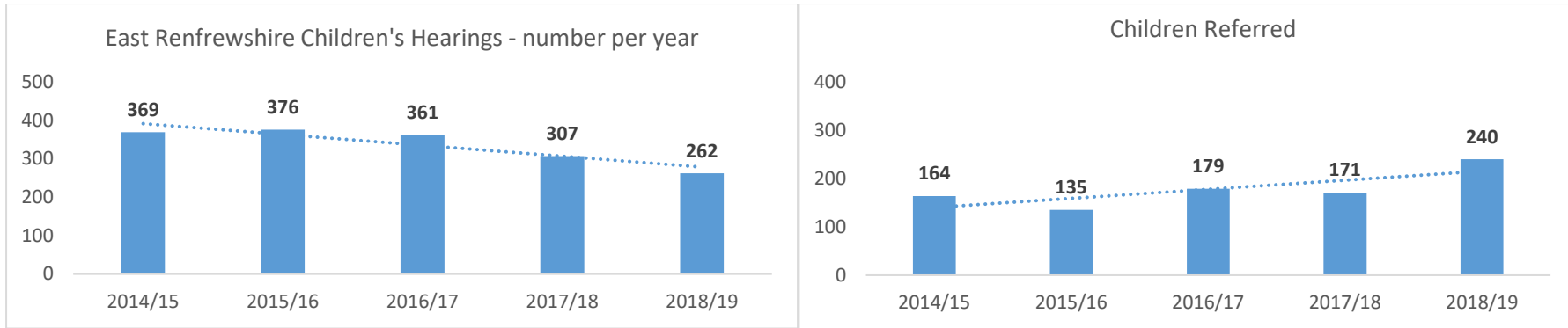
East Renfrewshire CAMHS Referrals 2017-2019			
Year	Total Received	Total Did Not Meet Criteria	Total Accepted
2017	657	216	441
2018	717	95	622
2019	733	52	681

Scottish Children’s Reporters Administration Activity

There were 262 Children's Hearings in East Renfrewshire in 2018/19; this is a decrease when compared to previous years as illustrated in the graph 1 above. However 240 children were referred to SCRA in 2018/19 reflecting an upward trend since 2014/15 (164 children).

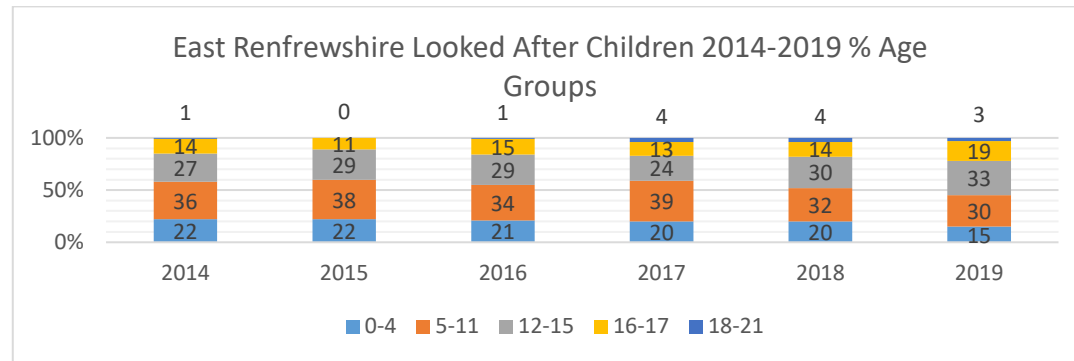
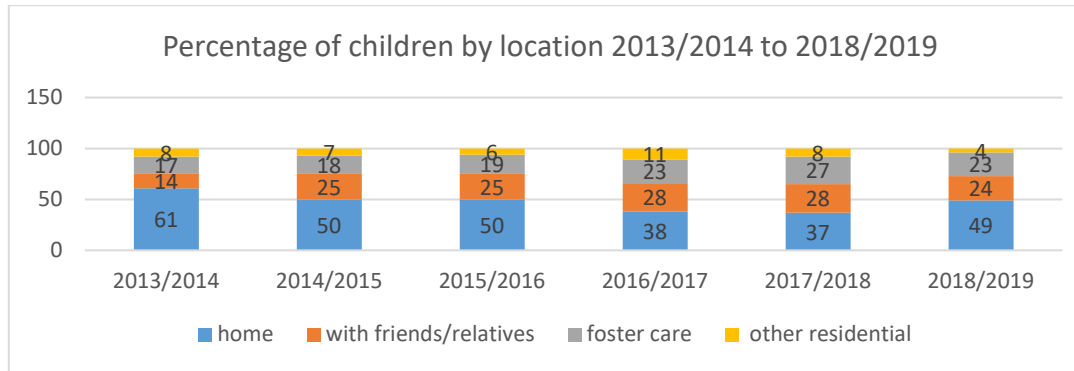
These children were involved in 344 referrals, again this has mirrored the increase in individual children referred since 2014/15 (253 referrals). Non-offence referrals accounted for some 90% of all children and 84% of all referrals received.

The breakdown of the number of offence and non-offence referrals to the Reporter show that children and young people have overwhelmingly been referred on care and welfare grounds with the most common grounds being “close connection with person who has carried out domestic abuse”, followed by “lack of parental care”.



Looked after Children and Young People

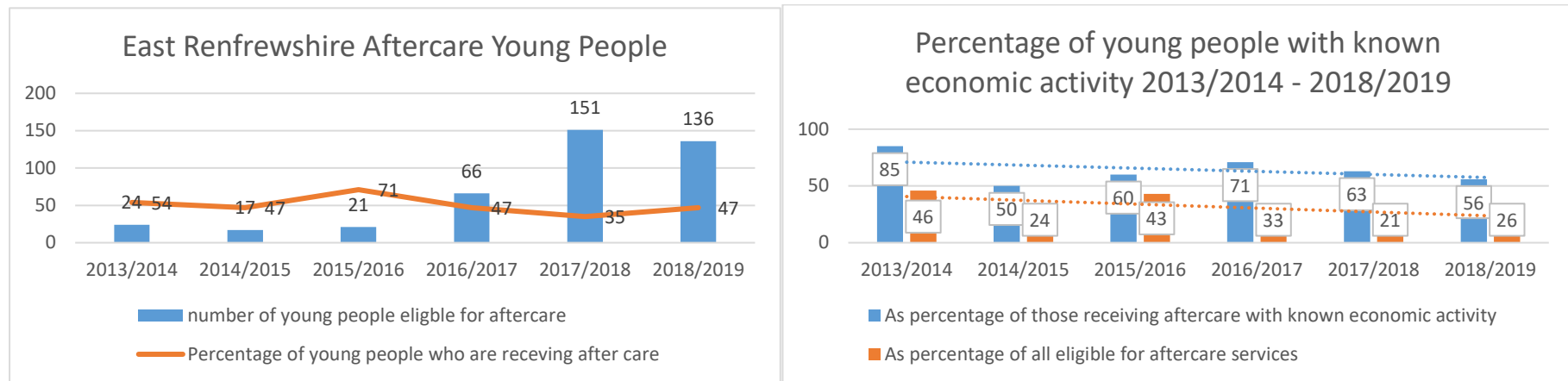
The long term trend has seen the number of children and young people who are looked after fall. The proportions of children looked after at home and away from home has remained fairly consistent with around half of children being looked after at home.



The age groups of children and young people who are looked after has remained fairly constant too with only a slight decrease in the number of under 0-4 year olds being looked after and a similarly small increase in the number of children older than 12 who are looked after.

Care Leavers and After Care

The figures for known economic activity show that those young people who receive a services are twice as likely to be engaged in economic activity. 56%of young people receiving after care services have known economic activity in 2018/2019 with compares favourably with national average of 44%. This However there appears to be a decline in economic activity in general for young people eligible for After Care with 26% in East Renfrewshire matching the national average of 25% for 2018/2019.

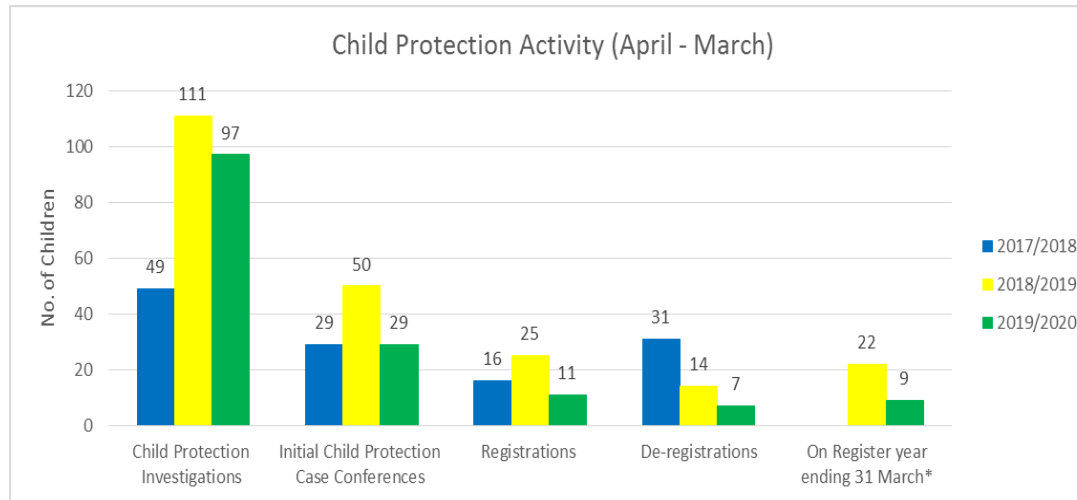
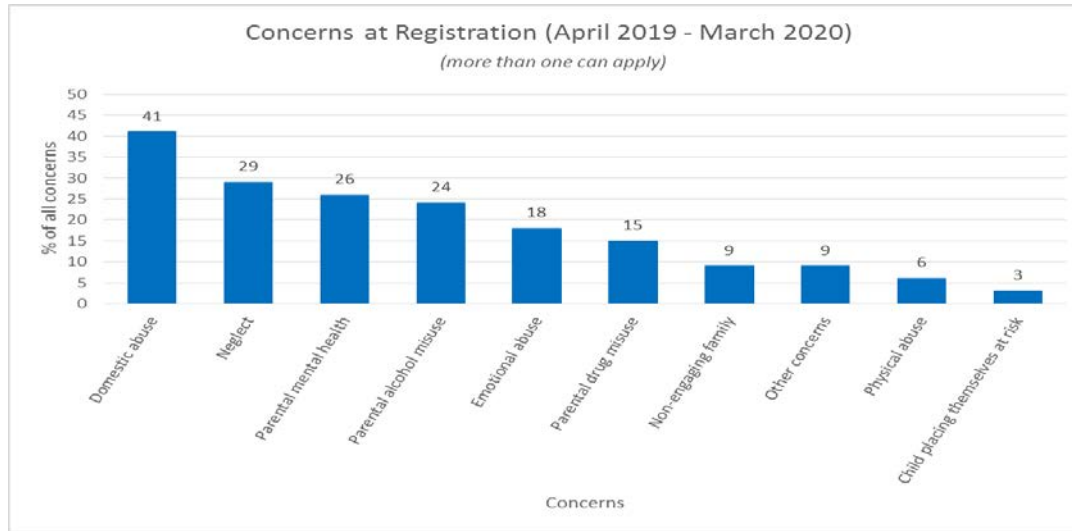


Child Protection

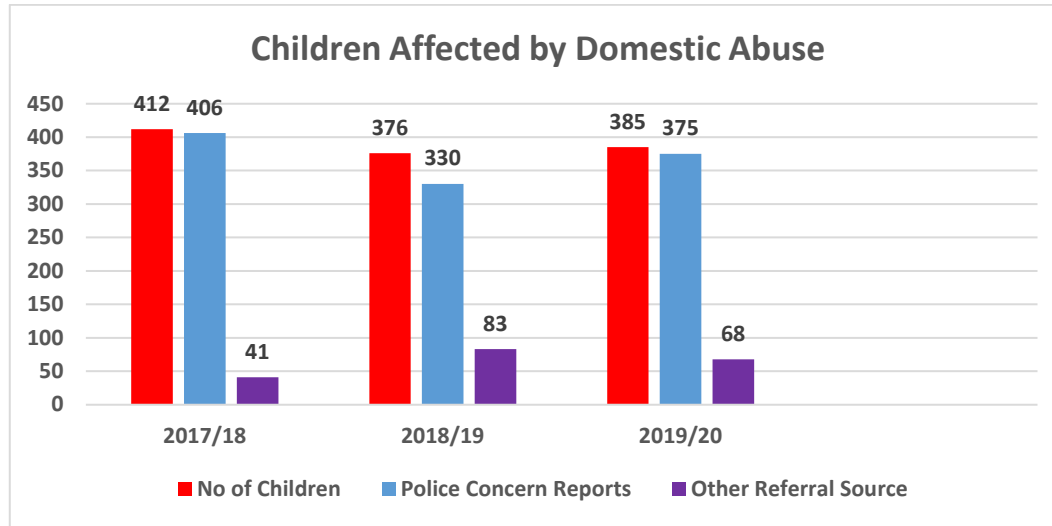
From 2018/2019 to 2019/2020 the proportion of children who were registered at the Initial Child Protection Case Conference stage decreased from 45% to 30%. Our total number of children registered in 2019/2020 more than halved from 2018/2019.

This decrease could be attributed to the implementation of the Signs of Safety approach allowing us to work with families in a more strengths based way. A child can be placed on the child protection register with more than one concern noted. Domestic abuse was the highest concern at the point of registration followed by neglect, parental mental health and parental alcohol misuse.

* Figure for 2017/2018



Domestic Abuse



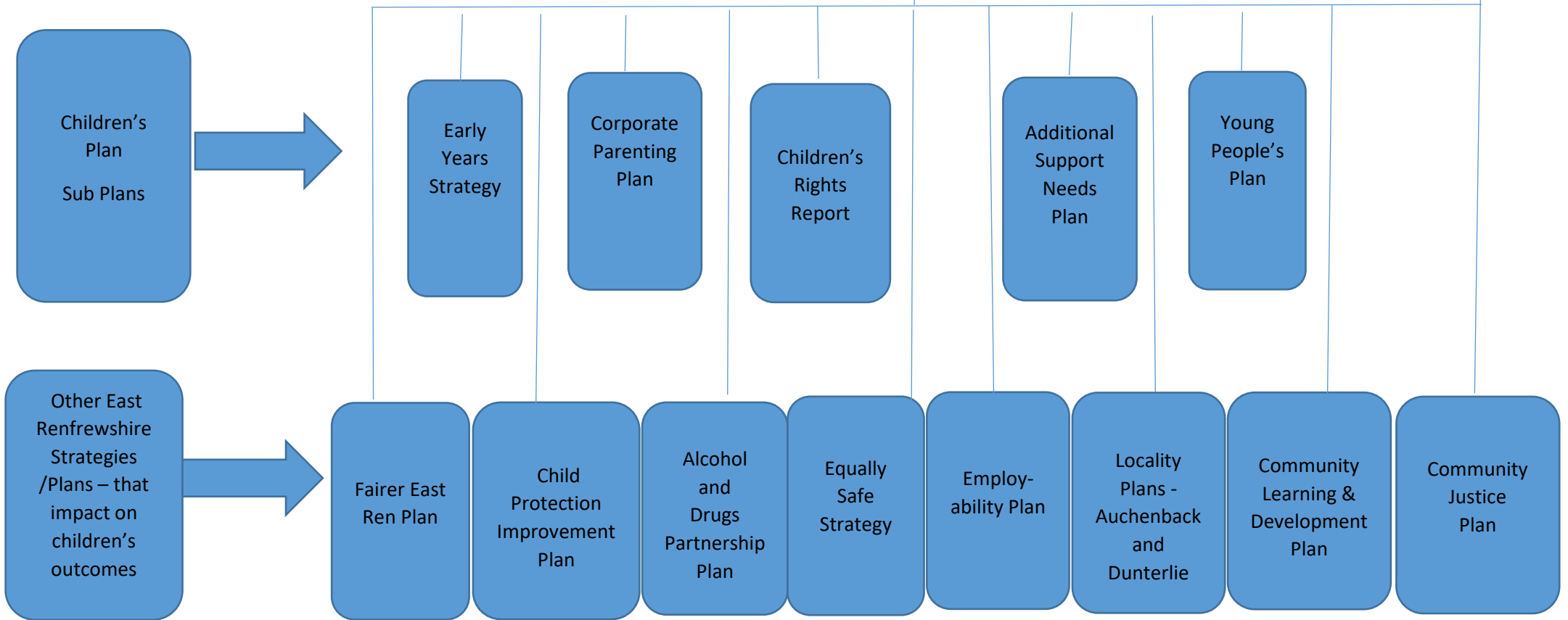
There has been a very small reduction in the total number of referrals for children affected by domestic abuse from 447 in 2017/18 to 443 in 2019/20. The number of police child concern reports for domestic abuse reduced from 406 in 2017/18 to 375 in 2019/20. The number of referrals from other agencies for children affected by domestic abuse increased from 41 in 2017/18 to 68 in 2019/20.

Over the last three year period there has been a reduction in the number of individual children affected by domestic abuse from 412 in 2017/18 to 385 in 2019/20 however it is evident that a significant number of these children each year were exposed to domestic abuse on more than one occasion; 17/18 – 35 (8%) of children, 18/19 – 37 (10%) of children and 19/20 – 58 (15%) of children.

Domestic Abuse continues to be the predominant reason for referral to the Request for Assistance Team.

Appendix 2

East Renfrewshire's Children's Services Planning Landscape



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Appendix 3Improving Outcomes for Children and Young People Partnership – Membership

<u>Name</u>	<u>Job Title</u>	<u>Organisation</u>	<u>Email Address</u>
Kate Rocks	Chief Social Work Officer (Chair)	ER HSCP	Kate.Rocks@eastrenfrewshire.gov.uk
Janice Collins	Head of Education Services (Equality and Equity) (Chair)	ER Education	Janice.Collins@eastrenfrewshire.gov.uk
Nick Smiley	Principal Educational Psychologist	ER Education	Nick.Smiley@eastrenfrewshire.gov.uk
Claire Coburn	Strategic Services – Senior Lead	ERC	Claire.Coburn@eastrenfrewshire.gov.uk
Susan Craynor	CLD Manager, Community Learning and Development	Corporate and Community Services	Susan.Craynor@eastrenfrewshire.gov.uk
Arlene Cassidy	Children’s Services Strategy Manager	ER HSCP	Arlene.Cassidy@eastrenfrewshire.gov.uk
Dougie Fraser	CAMHS	ER HSCP	Dougie.Fraser@ggc.scot.nhs.uk
Brian Dunigan	Money Advice & rights Team manager	ERC	Brian.Dunigan@eastrenfrewshire.gov.uk
Elaine Byrne	Senior Nurse	ER HSCP	elaine.byrne2@ggc.scot.nhs.uk
Fiona McBride	Assistant Director	Children 1st	Fiona.McBride@children1st.org.uk
Kirsty Gilbert	Service Manager	ER HSCP	Kirsty.Gilbert@eastrenfrewshire.gov.uk
David Gordon	Quality Improvement Officer	ER Education	David.Gordon2@eastrenfrewshire.gov.uk
Julie Paterson	Locality Reporter Manager	SCRA	Julie.Paterson@scra.gsi.gov.uk

John Kelso	Housing Services	ERC	John.Kelso@eastrenfrewshire.gov.uk
Debbie Lucas	Child Protection Lead Officer	ER HSCP	Debbie.Lucas@eastrenfrewshire.gov.uk
Maurice Gilligan	Area Manager East Renfrewshire & Renfrewshire	Skills Development Scotland	Maurice.gilligan@sds.co.uk
Raymond Prior	Senior Manager: Children and Families (Intensive Services) & Criminal Justice	ER HSCP	Raymond.Prior@eastrenfrewshire.gov.uk
Kay McIntosh	Strategic Services Development Manager	ER Corporate & Community Services	Kay2.McIntosh@eastrenfrewshire.gov.uk
Alan Coughtrie	Group Commander, Response and Resilience	Scottish Fire and Rescue	Alan.coughtrie@firescotland.gov.uk
Ken McKinlay	Area Convener	Children's Hearings Scotland	ken.mckinlay@childrenshearings.org.uk
Ian Pye	Head of Sport and Physical Activity	ER Culture and Leisure	Ian.Pye@ercultureandleisure.org
Kirstie Rees	Depute Principal Educational Psychologist	ER Education	Kirstie.Rees@eastrenfrewshire.gov.uk
Ally Robb	Senior Manager	ER HSCP	Ally.Robb@eastrenfrewshire.gov.uk
Karyn Shields	Lead Officer – Child's Plan	ER HSCP	Karyn.Shields@eastrenfrewshire.gov.uk
Rosamund Rodriguez	Quality Improvement Officer	ER Education	Rosamund.Rodriguez2@eastrenfrewshire.gov.uk