

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEEThursday 4 February 2016Report by Director of EducationDRAFT STANDARDS AND QUALITY REPORT 2014 - 2015**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 2014 - 2015.

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 full report and a summary leaflet for parents.

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 April 2014 and reflected the Scottish Government's National Priority Areas, the National Outcomes for Education, the Council's Single Outcome Agreement; the department's contributions to the Council's Outcome Delivery Plan 2014 – 2017 and East Renfrewshire's Corporate Statement Principles. The plan lists the expected outcomes and impact and is organised under the wellbeing indicators as set out in the national programme *Getting it Right for Every Child* (GIRFEC). The draft Standards and Quality Report reflects the eight wellbeing indicators and evaluates the action taken and the improvements achieved as a result.

REPORT

5. 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. Evidence 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 prefive centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services for example, Customer Service Excellence and Investors in People.

6. With committee approval, the Department plans to issue a summary report to all parents of children attending an East Renfrewshire school, with copies of the full report going to parents of all pre-school children. The full report will 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.

7. East Renfrewshire Culture and Leisure (ERCL) was established in July 2015. ERCL's annual Business Plan will be presented to Council for agreement as part of the budget-setting process. The Business Plan takes account of ERCL's self-evaluation; it demonstrates how the organisation has sought and achieved improvements in provision, and how it will support the Council in delivering Best Value.

FINANCIAL AND EFFICIENCY IMPLICATIONS

8. The cost of producing a summary report and copies of the full report for parents will be met from existing departmental resources.

RECOMMENDATIONS

9. 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 full report and a summary leaflet for parents.

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Appendices

1. Draft Standards and Quality Report 2014 - 2015

Background Papers

1. Local Improvement Plan 2014 - 2017

Key Words

Draft
Standards
Quality
Report
2014- 2015

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Standards and Quality Report

East Renfrewshire Council Education Department 2014–2015



Everyone Attaining, Everyone Achieving through Excellent Experiences

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safe healthy achieving nurtured active respected responsible included





A message
from Councillor
Elaine Green,
Convener for
Education and
Equalities

Foreword

East Renfrewshire Council continues to provide the highest quality services for all residents. Our corporate statement, "Your Council Your Future" sets out the key areas we are working towards to deliver a better future and make positive changes for our residents and how we aim to improve our services and the area for our communities. This Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year.

Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland who, in visiting our schools, commented favourably on the practice they observed.

On top of our outstanding attainment, our schools and services also have excellent practices in other aspects of their work. When we compare the results of Education Scotland inspection reports of schools in other local authorities with East Renfrewshire we can see that our primary and secondary schools came top again in each of five quality indicators. Our local authority pre-five establishments continued to perform well.

The results that our young people achieved in their Scottish Qualifications Authority examinations were outstanding. This year East Renfrewshire's schools achieved their highest ever examination results at S4, S5 and S6. This achievement is a tribute to the hard work of pupils who have been ably supported by teachers, parents and carers. This performance is evidence of the exceptional quality of our schools and the importance placed on education by the authority and the entire community of East Renfrewshire.

This year the Education Department maintained the Investors in People (IIP) Gold Standard, with exemplars of good practice highlighted during the assessment. The commitment of the people within the Education Department to deliver the ethos of excellence was recognised as was the ongoing commitment to learning and development.

This year the Education Department received an outstanding award for Customer Service Excellence. During the inspection process the assessor identified seven areas of the service that were "compliance plus".

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

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of **Curriculum for Excellence** in session 2014-15.

Councillor Elaine Green
Convener for Education and Equalities

Your Council – Striving to be the best we can to deliver a better future for all.

East Renfrewshire Council's Vision Statement

Introduction

The Education Department is fully committed to continuous improvement and its vision of **Everyone Attaining, Everyone Achieving through Excellent Experiences**, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire.

This report is structured under the wellbeing indicators as set out in the national programme Getting it Right for Every Child (GIRFEC) and details progress over the academic year 2014-15 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2014-17.

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

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualifications Authority examinations and the continuing development of our vocational programme. The results that the young people achieved in their national

examinations this year were superb. There is clear evidence we have raised the bar for all.

Our provision of high quality services and our close work with partner agencies is highlighted throughout the report, as is the contribution they, and our schools, make towards achieving the national vision for all Scotland's children to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Maintaining the Education Department's Gold Standard Award by Investors in People Scotland is an outstanding achievement. This external report highlighted our commitment to learning and development and continuous improvement.

The Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence with seven "compliance plus" ratings and 21 areas of good practice. The report found the Education Department to be sector leading in engaging customers to determine their views, using customer insight to inform policy and strategy and to prioritise service improvement activity.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year

on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

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

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



Mhairi Shaw
Director of Education



Mhairi Shaw
Director of
Education

Everyone Attaining, Everyone Achieving through Excellent Experiences

Background Information

About the Education Department

In 2014-15, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, 22 primary schools, of which 10 have nursery classes, two nursery schools, six family centres and one special school for children with additional learning 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. The Local Improvement Plan is organised under the wellbeing indicators as set out in the national programme Getting it Right for Every Child (GIRFEC).

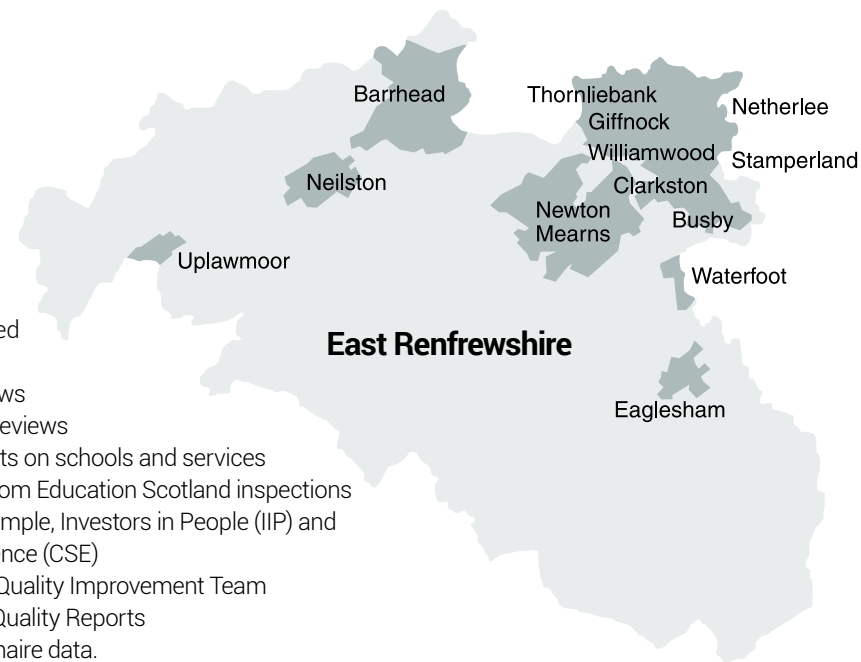
Evidence for the Standards and Quality Report is gathered through:

- 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, Investors in People (IIP) and Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Schools' Standards and Quality Reports
- Attainment and questionnaire data.

This report is also informed by:

- the Education Department's Outcome Delivery Plan
- the Education Department's Service Standards
- the Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- 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 included in the next Local Improvement Plan.



Safe

Protected from abuse, neglect or harm at home, at school and in the community.

- an improvement in the percentage of learners reporting they feel safe and cared for in school

Questionnaire Data

All educational establishments are sampled over a four-year period from 2012-13 to 2015-16, using questionnaires designed by the Education Department, with the results collated cumulatively. Session 2014-15 saw 1347 staff responses, 2985 parental and carer responses and 9501 pupil responses.

In statistics from questionnaires, 94% of pupils agreed that they felt safe and cared for in school, an increase of 7% on data gathered in 2012-13. 93% of pupils also stated that they have adults in school that they can speak to if they are upset or worried about something, an increase of 3% on statistics from 2012-13.

Campus Police Officers

Campus police officers, known as "Campus Cops" supported schools in a variety of ways, including input to drugs and alcohol education, raising awareness of the dangers of online exploitation, supporting positive behaviour initiatives, contributing to meeting pupil support needs and promoting diversionary activities.

"The nursery had a well-planned approach to managing risk which empowered almost all children to explore their environment and respond with confidence to new experiences."

**Support and Protection Review:
Glenwood Nursery School: January 2015**

- an improvement in the percentage of pupils reporting that school staff are good at dealing with bullying behaviour

Questionnaire Data

According to pupil questionnaires, 80% of young people in East Renfrewshire agreed that staff were good at dealing with bullying behaviour, an increase of 6% on statistics gathered in 2012-13.

- maintaining and improving upon the high percentage of staff agreeing they are aware of their school's procedures for protecting children

Questionnaire Data

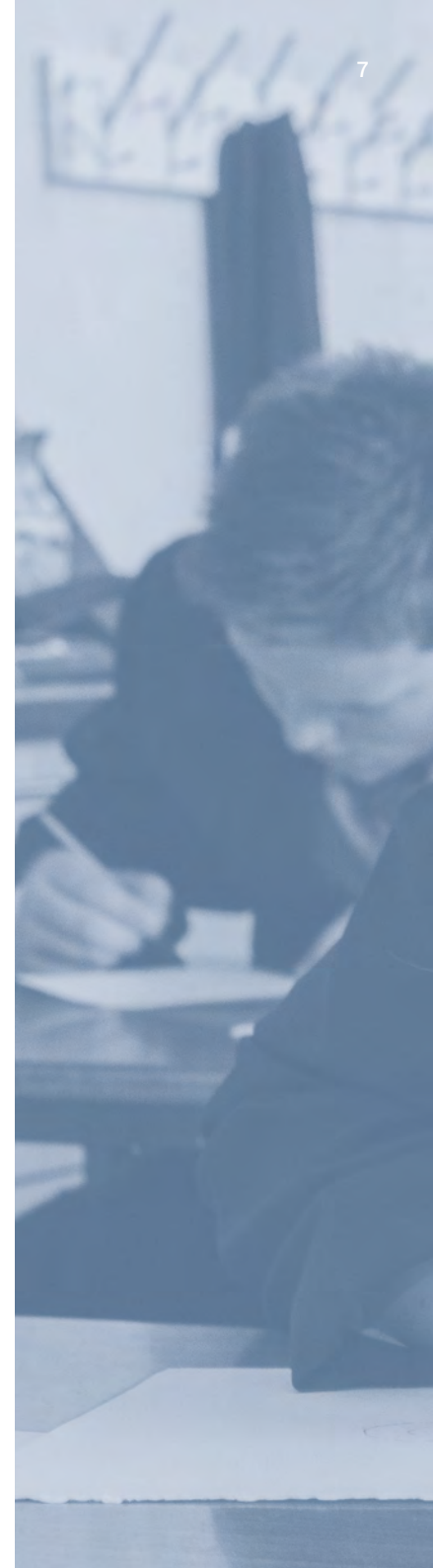
According to staff questionnaires, 99% of teaching staff and 98% of support staff in East Renfrewshire agreed that they were aware of their school's procedures for protecting children, similar to previous years.

What are we going to do now?

- Support schools and services to continue to develop positive relationships through restorative and nurturing approaches.
- Continue to provide annual child protection training for staff.
- Continue to provide analysis and benchmarking information on questionnaire results and support schools to make use of this data as part of their improvement planning cycle.

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Getting it Right for Every Child



Healthy

Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

- a positive culture in health and wellbeing in every school and service

Health and Wellbeing Training

A wide range of staff continued to benefit from professional learning in areas such as the importance of sleep and supporting good mental health. Parents in Mearns Castle High School took part in a workshop about communicating with teenagers and targeted work was carried out with some young people in secondary schools, including keeping safe at parties and during holidays. With support from NHS partners, a working group of secondary school staff collaborated on the revision of the relationships, sexual health and parenthood programme in non-denominational schools.

The Pre-five, Primary and Secondary Health and Wellbeing Coordinators met to learn and share good practice on a number of areas including assessing children and young people's progress in health and wellbeing, "Better Eating, Better Learning", local data in health improvement and the Sports Scotland Award. The secondary Personal, Social and Health

Education (PSHE) group met regularly to ensure high quality PSHE programmes, partnerships and approaches across the authority's high schools.

Food for Thought

As a result of the school's continued efforts to promote healthy eating and sustainable growing, St Thomas' Primary School was awarded £3000 after a successful bid to Education Scotland's Food for Thought Fund. This funding went towards improving the school's environment by creating indoor "edible" science gardens and outdoor science "labs" allowing pupils opportunities to grow produce in different conditions. The produce was harvested and used in class cooking lessons, promoting a sustainable food system. The project opened up opportunities for business links and pupils worked closely with a local grower and producer to learn the importance of buying local in order to support the local economy and reduce food miles.



Better Eating Better Learning

Our Lady of the Missions Primary School pupils, through the "Farm to Fork" jam initiative, developed an awareness of where food comes from, how it is produced, what influences food choices and how this can impact on overall health and well-being. The pupils took full responsibility for the jam-making process, from picking the fruit from the farm, to product design and selling the final product.

“QUOTE FROM A PUPIL”

“It was great to be responsible for the whole process of making our jam.”

Bikeability

Pupils at Cross Arthurlie Primary School received a Star Performing School award for their 2014-15 Bikeability Level 2 training. The school was commended for commitment to deliver a thorough training programme and was recognised for their excellent team work. The team included teaching and support staff and a dedicated group of parent volunteers. As a result, the school is the first East Renfrewshire school to participate in Bikeability Level 3 training.

“QUOTE FROM A PUPIL”

“I am enjoying Bikeability Level 3 because we are on busier roads and we will learn more advanced skills and manoeuvres, such as how to use a roundabout.”

Our young children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

- **an improvement in the percentage of pupils reporting they are encouraged to make healthy food choices**

Questionnaire Data

In questionnaires, 72% of pupils in East Renfrewshire agreed that their school encouraged them to make healthy food choices, an increase of 5% on statistics gathered in 2012-13.

“Healthy eating was well embedded in the nursery; children were developing a good understanding of food sources and healthy eating through growing, harvesting, preparing and cooking their own vegetables.”

**Support and Protection Review:
Glenwood Nursery School January 2015**

Catering Service

The Scottish Government launched the extension of free school meals to all P1-3 children in local authority schools across Scotland. In East Renfrewshire, this initiative aimed to capture 3707 pupils and several areas of service provision were analysed in relation to daily practicalities. The Catering Service worked with schools to effectively implement the extension of free school meals to all P1 to P3 pupils in time for the January 2015 national timescale. The menu choice for the P1-3 pupils was successfully adapted, continuing to offer a slightly wider menu choice for P4-7 to maintain the uptake of school lunches for this

cohort. Online pre-ordering of meal choices was introduced, better meeting individual pupil choice, reducing food waste and streamlining data input. The average overall uptake of school meals was 67%, incorporating 78% of P1-3 children. In June 2015 representative parents and pupils from all primary schools were involved in focus groups to discuss the menus offered by our catering service. The feedback was used to inform menu development.

- **an increase in the percentage of pupils reporting they take part in out-of-class activities and school clubs**

Questionnaire Data

In questionnaires, the percentage of pupils stating that they took part in out-of-class activities and school clubs increased by 7% from those gathered in 2012-13 to 81%, while the percentage of pupils stating that they knew what out-of-school activities and youth groups were available in their local area was 84%, similar to those statistics gathered in 2012-13.

- **an improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school**

Developmental Milestones

In session 2013-14, 53% of young children on entry to primary school achieved the expected developmental milestones. Analysis, support and advice relating to their achievement was provided to early years staff in the pre-five and primary sectors. The percentage of young children achieving the expected developmental milestones increased by 16% to 69% in 2014-15.

What are we going to do now?

- Continue to ensure ongoing access to high quality training for staff in supporting the social, emotional and mental wellbeing of children and young people.
- Revise the authority guidance on Relationships, Sexual Health and Parenthood Education.
- Launch the new programme on Relationships, Sexual Health and Parenthood Education for non-denominational secondary schools.
- Continue to provide training to staff on the developmental outcome screening process, increasing staff skills and knowledge and ensuring consistency across all establishments.
- Continue to analyse the results of the expected developmental outcomes to identify strengths and areas where support is required in improving practices.

Parents are supported to provide a safe, healthy and nurturing environment for their families.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



Achieving

Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

- an ethos of high expectations and achievement in every school and service

Effective Transitions Review

A review of effective transitions took place in all the schools in the Woodfarm Cluster. The report showed that overall, learners' experiences in the primary and secondary sectors were very good with a significant number excellent in the secondary sector. There was evidence of a range of learning and teaching approaches which offered a very good balance of active and independent learning, direct teaching and group work.

"Within very good and excellent lessons children and young people were clearly engaged, motivated, supported and challenged. There was a range of skilful and well-paced teaching approaches. In the most successful lessons, skilled questioning and discussion stimulated learners' interests and made them think about their learning. Learners' responses were valued and developed further."

**Effective Transitions Review:
Woodfarm Cluster February 2015**

"Staff were making effective use of pupils' achievements and interests in and out of school to enhance their learning and the progression of their skills."

**Education Scotland Follow-through Report:
Mearns Primary School May 2015**

Careers Fair

This year, for the first time, staff in Isobel Mair School's secondary department organised a Careers Fair to raise awareness with senior pupils about opportunities post-school and to look in more detail at specific careers. This event was very popular with the young people and they have requested that next year colleges be included in this event. Some of the pupils took part in a careers event in conjunction with the Science Centre allowing them to access some information showcasing what it is like to have a career in science.



- continue to be the highest performing mainland council area as measured by national examinations

Performance in National Examinations (SQA)

In 2015 East Renfrewshire maintained very high performance levels in national examinations. Since 2013-14, it is no longer possible to compare East Renfrewshire performance in whole school national examination measures with other local authorities as this data is no longer made available. This year saw the first presentations at S4 stage in the new Curriculum for Excellence National Qualifications. Once again, young people in East Renfrewshire schools excelled themselves in the recent national examinations. In particular:

- Over 72% of young people in S4 attained 5 or more qualifications at SCQF level 5 (National 5) surpassing previous best ever achievements and up almost 11% since 2011.
- Eastwood, St Luke's and Williamwood High Schools had their best ever S4 performance at Level 5 or better. Eastwood High School's performance increased by 6.8% on their best ever performance of S4 pupils achieving 5 or more awards at level 5, whilst St Luke's and Williamwood High Schools increased by 0.7 and 4 points respectively.
- The Higher results for S5 pupils continued to show a very strong performance. The proportion of pupils achieving 1, 3 and 5 or more Highers was the best ever, with 80% of young people in the authority achieving 1 or more, 64% achieving 3 or more and 41.7% achieving 5 or more Higher awards (based on the original S4 cohort).

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.

Curriculum for Excellence: Building the Curriculum 3

- Barrhead, Mearns Castle, St Ninian's and Woodfarm High Schools had their best ever performance at Higher level in S5; at St Ninian's High School 56% of young people achieved 5 or more Higher awards.
- At Advanced Higher in S6, the authority also achieved its best ever performance with 36.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from 35.4% in 2013.

The authority is currently on target to achieve all the 3-year average targets (2015-18) that have been set at National 5, Higher and Advanced Higher levels.



• improved attainment in the senior phase

Presentation of all pupils for appropriate courses remains a key target for all East Renfrewshire's schools, particularly with regard to the new National Examinations and implementation of the new Higher and Advanced Higher courses.

Our schools have continued to make very good progress at ensuring young people are presented at the most appropriate level, in particular:

- The proportion of S4 pupils presented at National 5 was 82%, an increase of 2.6% on 2014 and 14.7% since 2007. In 2015, 91.5% of National 5 presentations resulted in an A-C award with a further 1.5% receiving a National 4 compensatory award.
- Achievement of National 4 is determined by success in internal assessments undertaken throughout the course of the academic year. Successful completion of National 4 is identified by a "Pass" award; there are no bandings as in National 5, Higher and Advanced Higher courses. The percentage of presentations that successfully achieved a National 4 award, increased in 2015 to 99.2%; this is an increase of 15% on Intermediate 1 presentations in 2014.
- The percentage of S4 pupils achieving 5 or more awards at National 5 remained the same as 2014 at 50%; there was a slight decrease of 1% to 18% of S4 pupils achieving 8 or more A awards at National 5, significantly higher than the 11% in 2007.
- Improvement in the correct levels at S4 and resulting quality of awards has led to gains at S5 and S6:
- In 2007, 72 young people attained five A awards at Higher in S5 increasing to 170 in 2015 with significant improvements in 5 of our 7 secondary schools.
- The proportion of S6 young people presented successfully at Advanced Higher increased from 81% in 2012 to 84% in 2015

mathematics throughout the years of the broad general education

Baseline Performance

From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2014-15, the average raw score in numeracy has increased from 48% to 54% and in literacy it has increased from 53% to 61%.

Curriculum for Excellence Assessments 3-15

In 2014-15, 88.2% of primary pupils achieved the appropriate levels in reading. This was an increase of 2.4% when compared against the figure of 85.8% in 2013-14. In writing, 84.4% of primary pupils achieved the appropriate level, an increase of 1.9% from 2013-14. 88.3% of pupils achieved the appropriate levels in mathematics, representing an increase of 2% when compared against the 86.3% in 2013-14.

The authority achieved its 3-year (2013-15) average targets in reading and mathematics with the target for writing missed by 1%.

"Children's writing is very good and they understand about writing for different purposes and audiences. Their stories contain well-chosen vocabulary which creates vivid characters, moods and settings with good use of similes and metaphors."

**Education Scotland Report:
Eaglesham Primary School October 2014**

In secondary schools we will maintain our high levels of performance in national examinations.

Education Department: Service Standards



- **an improvement in the attainment of the lowest-achieving 20% of East Renfrewshire's school age children and especially looked after children**

Improving Attainment

Since 2011-12, the percentage of primary pupils in the lowest attaining group achieving the expected levels has increased in reading, writing and mathematics.

In reading, the percentage increased from 48% in 2011-12 to 59% in 2014-15, in writing it increased from 40% to 53% and mathematics saw an increase from 44% to 54%. The authority achieved its 3-year average targets (2013-15) in reading, writing and mathematics based on the proportion of the lowest attaining primary pupils achieving the expected levels.

The introduction of the new National Qualifications saw the creation of a new tariff scale - Insight points - for awarding pupils points based on their level of success. The percentage of S4 pupils with cumulative Insight point attainment scores of 264 or fewer (equivalent to eight "Pass" awards at National 4) decreased from 13.3% in 2013 to 6.6% in 2015; caution should be taken when making comparisons with previous years as 2015 saw the first year of presentations in the new National Qualifications. 2015 represents a new baseline for future comparisons of S4 pupils presented for awards in the Senior Phase of Curriculum for Excellence.

There was an increase in the average total tariff point attainment scores of the lowest performing 20% S4 pupils from 211 Insight

points in 2011, to 279 points in 2015; again consideration should be given to 2015 being the first year of S4 presentations in the new National Qualifications. This compares very well to the East Renfrewshire's latest Virtual Comparator result of 157 Insight points and the national result of 111 points. The Virtual Comparator, created as a more accurate comparative tool by the Scottish Government, is a virtual school of actual pupils from across the country with similar characteristics to the pupils in East Renfrewshire.

The percentage of looked after pupils achieving awards in English and mathematics at National 3 or better decreased slightly by 2% to 82%; 53% of looked after pupils achieved 5 or more awards at National 3, the same as in 2014. There was a significant increase in the percentage of looked after pupils achieving 5 or more awards at National 4 and National 5 to 42% and 12% respectively, an increase of 26% and 7% on results in 2014.

- **an improvement in the readiness of children to start learning**

Pre-five

Children in East Renfrewshire's pre-five establishments were enthusiastic and eager to learn. They were challenged through a variety of learning experiences, indoors, outdoors and beyond. Forest outdoor learning continued to provide very good learning opportunities for children to explore, investigate, experiment, risk take and problem solve. Staff used relevant, real life and enjoyable contexts to build upon

children's and young people's experiences, making meaningful links for learners across different curriculum areas. Literacy and numeracy were embedded across the playroom. Staff were responsive to children's needs and provided a caring and nurturing environment for children to learn. They had a holistic view of the children allowing them to very effectively meet the needs of all learners.

"Staff in the nursery are very effective in supporting children to develop and learn. Across the school, tasks and activities are well suited to the learning needs of almost all children. Lessons are well prepared and organised by teachers."

**Education Scotland Report:
Busby Primary School December 2014**



In primary schools we will raise attainment in literacy and numeracy through the rigorous use of assessment information. Education Department: Service Standards

- **an increase in the number of pupils, school leavers and adults with well developed employability skills**

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 offered has expanded considerably in recent years and provided high quality opportunities targeted to meet the broadest range of pupil needs. This year, the courses offered as part of the senior phase curriculum ensured that opportunities for pupil progression based on appropriate positive destinations and labour market intelligence were promoted. The courses were delivered in partnership with colleges, universities and employers, allowing pupils to develop skills in their chosen subject as well as valuable experience to help them in the world beyond school. This year a total of 335 pupils successfully completed and passed vocational courses across a range of qualifications from SCQF Level 3 through to Advanced Higher.

English for Speakers of Other Languages (ESOL):

Adult Learning provided English courses from beginner through to intermediate level for speakers of other languages. Focusing on talking, listening, reading and writing skills, the team helped learners improve their English and gain confidence for everyday life. The ESOL programme also included a range of integrated courses with a focus on employability and family life. Family ESOL in the Park provided opportunities for families in East Renfrewshire to come together and take part in activities organised in partnership with Rouken Glen Park.

“QUOTE FROM AN ESOL LEARNER”

“This course has taught me how to write a CV and covering letter, putting my experience, qualities and skills to fit the job specification and job description which will be useful for the future.”

Employability

The number of residents accessing employability related provision increased this year to 144 residents, including twenty-one ESOL for Work participants. Adult Learning offered a range of courses, information and support related to the skills and knowledge required to search and apply for work. Learning was transferred to The Foundry in Barrhead and a variety of taster workshops were provided,

including Job Search on the Go, Making your CV Work for You, Online Skills for Work and Get Connected to the Internet. The move to The Foundry and the provision of an employability hub involving WorkER and Skills Development Scotland (SDS) had a positive impact on adult learners with employability goals. 11 learners moved into employment and 15 progressed to volunteering.

“QUOTE FROM AN ADULT LEARNER”

“I started volunteering in a charity shop. I wouldn't have been able to do that if I hadn't come to this group.”



Residents have the skills for employment through increased take up of education and training opportunities. Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement.



- **an increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements**

Questionnaire Data

According to teacher questionnaires, 99% stated that they supported pupils to demonstrate personal achievements. This was similar to statistics gathered in previous years.

Pupil questionnaires showed that 86% of young people in East Renfrewshire agreed that they had opportunities to celebrate their personal achievements, an increase of 7% on statistics gathered in 2012-13.

The authority's Recognising Achievement and Raising Attainment strategy continued to guide and support our schools to celebrate achievements. Working to achieve a variety of awards helped our children and young people to develop a range of skills and attributes which will support them to improve their skills for life, learning and work. The table below shows the number of young people achieving a variety of awards over the last seven years. An increase in particular awards was due to schools targeting awards to match pupils' skills.

Achievement Awards	2009	2010	2011	2012	2013	2014	2015
Duke of Edinburgh	147	110	169	463	730	592	381
ASDAN / Personal Effectiveness	16	287	269	335	437	292	86
Sports Leadership	153	135	151	382	155	246	447
Diana Award	13	158	352	86	170	496	123
John Muir Award				130	359	461	723
Saltire Award				82	393	962	625
Caritas Award				30	53	48	70
Total	329	690	941	1508	2297	3097	2455

This year the Convener's Awards for Outstanding Achievement recognised 52 young people or groups across our secondary schools. The categories for the awards included local, national and international achievements in sports and music, creativity, community service and volunteering, independent living skills and enterprising initiatives.

Schools continued to increase opportunities for children and young people to be involved in a range of additional activities and tracked and monitored these more robustly and systematically. Personal achievements, both in and out of school, were recognised and celebrated through school assemblies, newsletters, school websites, displays and school awards and events.

E-portfolios

All schools continued to take forward e-portfolios with pupils, leading to a profile. Cluster schools worked closely to develop consistent approaches to profiling and the development of e-portfolios via the local authority's working group. Practical training sessions supported all primary and secondary schools in ensuring that all e-portfolios were moved to the new Glow portal.

Formal Recognition of Achievements of Learners

All P7 pupils completed a profile to recognise their accomplishments in terms of attainment and achievement at the end of their primary education. All S3 pupils developed an S3 profile to mark the completion of the broad general education in Curriculum for Excellence. The profiles provided robust information to support transition to secondary school or the senior phase.

Profiles and school reports provided information to pupils that allowed them to have a clear understanding of their strengths and areas for improvement in terms of their learning and skills development.

Children and young people raise their educational attainment and achievement, developing the skills they need during their school years and into adulthood.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

All S3 pupils and S6 pupils in secondary schools received a certificate that fully recognised and profiled their achievements as well as providing statements of achievement related to the four capacities of Curriculum for Excellence. In S6 this complimented SQA certification and broader accreditation.

“Across the primary stages, children are becoming increasingly aware of the skills that they are developing and how these can be used to help them as they grow and develop. They are able to say how they will use certain skills in their working lives. Children are aware of their progress in achieving the targets they have set for themselves. They share information about their learning using e-portfolios and class blogs.”

**Education Scotland Report:
Eaglesham Primary School October 2014**

- **an increase in the number of pupils, school leavers and adults with well developed employability skills**

Questionnaire Data

Statistics from questionnaires stated that:

- 90% of pupils agreed that the school helped them to become more confident, an increase of 7% on statistics gathered in 2012-13. 96% of parents and carers agreed with this, similar to previous years.
- 97% of pupils stated that staff expected them to take responsibility for their own work in class, an increase of 3% on statistics gathered in 2012-13.
- 92% of pupils stated that teachers shared learning intentions and success criteria in lessons, an increase of 1% on statistics gathered in 2012-13.
- 80% of pupils confirmed they had a say in making their learning experiences better, an increase of 8% on statistics gathered in 2012-13.
- 78% of pupils reported they had opportunities to plan their own learning; an increase of 9% on statistics gathered in 2012-13.
- 94% of staff stated they regularly asked for pupils' views on how their learning experiences could be improved, an increase of 5% on statistics gathered in 2012-13.

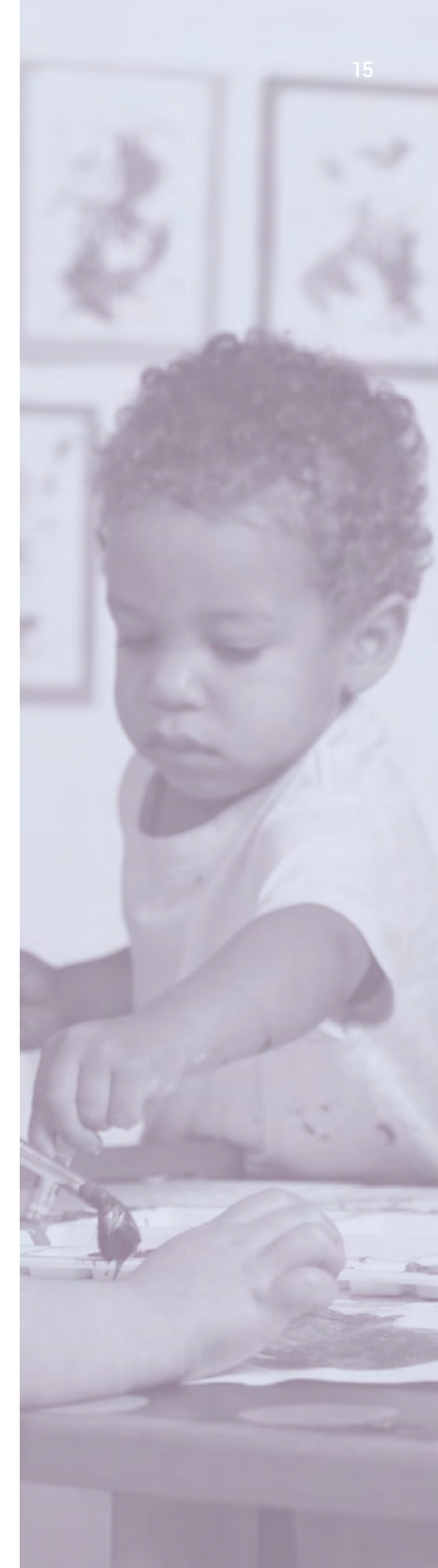
“Overall, learners' experiences in the pre-five establishments were very good. All children were benefiting from a range of active learning experiences and opportunities and were engaged in activities to encourage and develop their literacy, numeracy and health and wellbeing skills. Staff-child interactions to support learning were very good. Staff knew the children very well, were responsive to children's needs and provided a caring and nurturing environment for children to learn. Almost all tasks, activities and resources were appropriately matched to children's age and stage of development and absorbed children in play.”

**Effective Transitions Review:
Woodfarm Cluster February 2015**

Science Thematic Review

The Science Thematic Review carried out in May and June 2015 showed that children and young people in East Renfrewshire want to do well in their learning and were very enthusiastic, motivated and interested in the sciences. They were keen to actively participate in experiments and investigations and were confident in doing so. The use of ICT was highly effective, greatly enhanced science lessons and included examples of innovative practice, such as using digital microscopes and wireless enabled Internet devices, allowing children and young people to develop a wide and cross curricular set of skills and knowledge. Many lessons clearly involved aspects of outdoor learning. In almost all lessons learners were aware of the real life links to science and related their learning to contemporary topical scientific issues. Teachers used skilful questioning as part of their

Our employees are skilled and supported to achieve our outcomes. People Outcome: East Renfrewshire Council's Single Outcome Agreement



assessment approaches to assess knowledge, understanding and skills. Questioning of this nature provided opportunities for learners to articulate their analytical thinking.



1+2 Languages

Session 2014-15 was the first year of the rollout of the Scottish Government's expectation that all children in Primaries 5, 6 and 7 be introduced to an additional modern language. Children at these stages had the opportunity to begin to learn either Spanish, Italian or Mandarin depending on the allocated language for their cluster schools. Training and resources were made available to support the teachers in the delivery of this provision. Evaluations were very positive in terms of pupil enjoyment, developing awareness of other cultures and languages and teacher confidence and knowledge in delivering new aspects of the curriculum.

New National Qualifications

Across all SQA subjects secondary staff participated in national training to support the implementation of the new qualifications, in particular at National 5, Higher and Advanced Higher. Those East Renfrewshire staff who are SQA nominees supported staff through subject groups. The additional in-service day was well used in developing and quality assuring materials for the new qualifications. Schools were supported with locally produced policy documentation and advice relating to the SQA marking review processes and verification processes.

School Improvement Partnership Programme

The School Improvement Partnership Programme (SIPP) is a collaborative school improvement strategy that promotes new ways of working across classrooms, schools and local authorities to tackle educational inequity. Collaborative enquiry is used to innovate, test and refine new approaches to reduce the attainment gap. SIPP draws on the wealth of international educational research and practice demonstrating that the most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals. In the spirit of action research, the programme aims to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change.

Thornliebank Primary School and Crookfur Primary School worked with Education Scotland and Glasgow University on the SIPP. Teachers from both schools undertook professional enquiry to look at approaches to the teaching of numeracy and mathematics, implementing an approach called Cognitively Guided Instruction (CGI) during lessons. Pupils highlighted that the CGI approach helped them gain a better understanding of algorithms and how to apply mathematical knowledge in problem solving contexts. Parental Involvement was promoted through a number of CGI workshops indicating how they could use the approach at home to support learning. Parents evaluated the project positively.

Children are confident, effective learners and achieve their full potential.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

“ QUOTE FROM A PUPIL ”

“I enjoy problem solving because it opens up my mind to other ways of working and other skills I can use to help me investigate numbers more.”

“ QUOTE FROM A PARENT ”

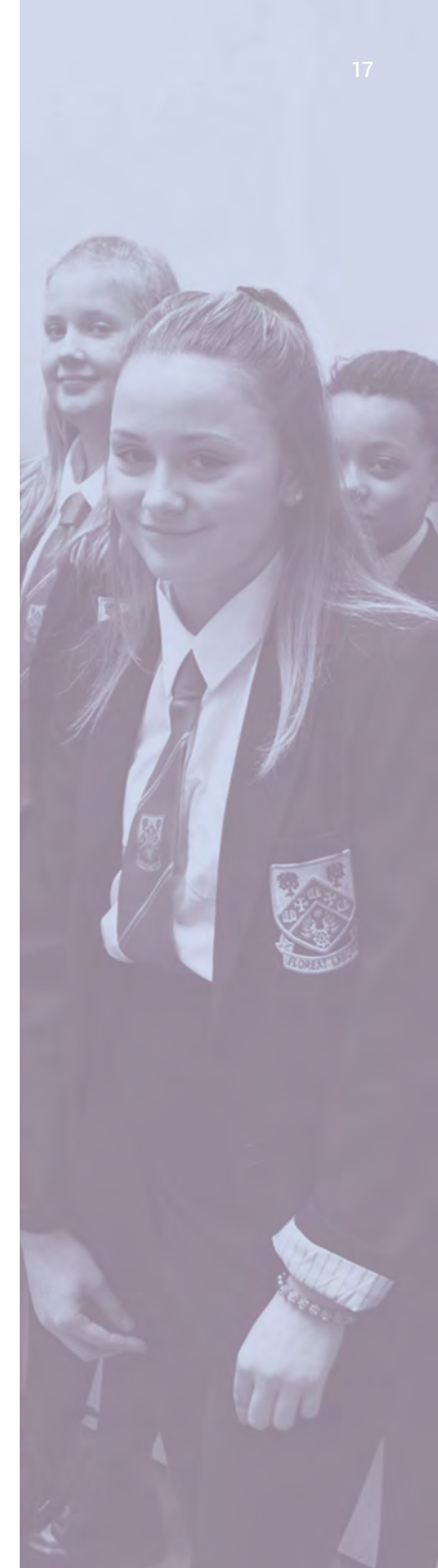
“This has been a fantastic project. It is making a huge difference to her confidence in maths and that confidence also spills out into other areas.”

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement

What are we going to do now?

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching.
- Continue to support educational establishments to make transitions as smooth as possible for children.
- Continue to provide support to senior staff and teachers in schools in using tracking and monitoring tools, including Insight.
- Continue to provide analysis and benchmarking information on SQA results to support schools in ensuring young people are presented for the most appropriate National Qualification level in all subject areas.
- Continue to support schools to raise the attainment of those disadvantaged children and young people.
- Support schools to reflect on their curricular provision to improve approaches to meeting individual learner needs through improved approaches to progression, personalisation and challenge.
- Support clear exemplification and good practice in the use of assessment.
- Broaden the SIPP approach across all establishments.
- Develop, produce and implement high quality training for secondary staff across the authority in assessment, moderation and verification to support broad general education and the senior phase of Curriculum for Excellence.
- Continue to implement the Numeracy and Mathematics Action Plan.
- Continue to implement the English and Literacy Action Plan.
- Implement the Science Action Plan.
- Extend 1+2 Languages in all primary schools.
- Continue to work with a wide range of partners to accredit young people through a range of national achievement awards.
- Continue to work with staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through e-profiling and profiles.
- Continue to ensure, in partnership with colleges, that pathways to a sustainable programme of vocational education are in place for young people taking that route to employment or training post-school.
- Continue to provide effective adult learning courses that support individuals to improve their core skills, gain employment and improve their prospects.
- Continue to offer those adult learners participating in employability courses the opportunity to achieve an SQA accredited qualification.
- Continue to offer English for Speakers of Other Languages (ESOL) classes and further develop links to employability and parenting.



Nurtured

Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

- an increase in the number of pupils, school leavers and adults with well developed employability skills

Questionnaire Data

According to parental and carer questionnaires, 91% of parents and carers in East Renfrewshire agreed that they were kept well informed of their children's progress, similar to statistics gathered in 2012-13. Although 86% of parents and carers stated that the school asked for their views, an increase of 1% on statistics gathered in 2012-13, 76% stated that the school took account of these, a decrease of 3%. 70% of parents and carers stated that they had a say in how to improve the school, a decrease of 2% from statistics gathered in 2012-13.

Parental Involvement Strategy

The Education Department's Parental Involvement Strategy was reviewed to take cognisance of the Council's Parenting Strategy. As a result the Family Friendly Accreditation Programme will be extended from early years to primary school. Parental Involvement Coordinators had a role to ensure they were self-evaluating against the Family Friendly criteria, planning and providing ongoing events for effective and meaningful engagement with parents.

Parent Council Chairs' Forums

Parent Council Chairs' Forums took place three times over the year and were chaired by the Convener for Education and Equalities. The forums provided opportunities to share and broaden good practice. Parents provided items for the agendas which included organising and chairing meetings, road safety and National Qualifications. Ongoing support for Parent Council Chairs included recruitment and selection training and input from the Scottish Parent Teaching Council.

- increase in the number of pre-five establishments being awarded the "Family Friendly" accreditation

Family Friendly Accreditation

Our families received excellent help and support to ensure all children got the best start in life. Information shared was very effective in providing families with the knowledge and skills they needed to promote wellbeing. Staff in our establishments genuinely recognised parents as partners and advocates for their children and planned responsively to meet the needs of the whole family. There was innovative practice around genuine partnership with parents, built upon in-depth knowledge of the impact parents have on the long-term wellbeing and educational attainment of their children. With the support of the authority's Family Centre

Development Manager, all of our early learning and childcare establishments achieved Family Friendly bronze status, increasing from 81% last year. Silver status was achieved by 23% of our establishments.

"In the past year you have introduced a Family Friendly Accreditation scheme to all local authority and partnership nurseries. You have also developed, introduced, provided training about and monitored its effectiveness."

**Customer Service Excellence Report
January 2015**



Parents are key partners in supporting their children's learning.

Curriculum for Excellence: Building the Curriculum 5

- **an increase in schools and centres putting nurturing approaches into practice**

Questionnaire Data

In statistics from questionnaires, 93% of pupils stated that staff make sure pupils behave well, an increase of 7% on statistics gathered in 2012-13.

Nurturing Approaches

Nurturing approaches continued within and across establishments in the authority with ten primary schools and two secondary schools having particular groups targeted for support in their social and emotional development. Learning Centre staff continued to be supported by training and through practitioners' forums. In addition, training on attachment and nurture to support their understanding of children's emotional development was undertaken with a range of staff throughout all establishments.

QUOTE FROM STAFF

"I liked the positive and encouraging tone of the presentation valuing a PSA's role and the helpful reinforcement of ways to deal with situations that arise. I have come away feeling very positive in my role and that confidence also spills out into other areas."

Forest School

Forest School started in St Cadoc's Primary School with a view to providing pupils with an opportunity to develop their teamwork skills, self-esteem, relationship building and communication. It offered a learner centred approach, responsive to the needs and interests of each learner through their engagement in a variety of tasks and experiences in the outdoors. Pupils took part in den building, burn guddling, fire starting, building rain and wind shelters and geocaching. From early on in the experience pupils were able to talk about the changes they were able to see in themselves and others.

QUOTE FROM A PUPIL

"My communication is a lot better. The Forest School has helped me to work in a team."



"All children presented as engaged, comfortable and secure in their surroundings. All staff had knowledge of all children and very positive and caring relationships were evident throughout the nursery."

**Support and Protection Review:
Glenwood Nursery School January 2015**

Therapeutic Art

Six members of staff from Crookfur Primary School were trained to facilitate a therapeutic approach to art. The project was implemented to support pupils who lacked confidence or had experienced loss or disruption to their family circumstances. The approach improved staff skills in exploring and supporting emotional wellbeing. Staff were able to effectively use art in a therapeutic way to allow targeted children to express their emotions in a safe environment. Pupils who have taken part in the six available sessions have reported improved confidence, feeling happier and more listened to.

Our children are safe and cared for.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



- a culture based on **Getting It Right For Every Child** and where wellbeing indicators are driving improvement across all services and schools

Getting it Right for Every Child (GIRFEC)

The multi-agency GIRFEC Leadership Group continued to ensure effective partnership working and supported the implementation of GIRFEC across the local authority and Community and Health Care Partnership.

The GIRFEC Schools' Group produced an action plan for schools to support the introduction of the Children and Young People's (Scotland) Act 2014 to be implemented by all establishments in August 2016. The plan assists schools with the duty to make available a Named Person by August 2016, the preparation of a single statutory plan, the Child's Plan, for every child needing one and offers a clear framework for considering the wellbeing of children and young people.



Parents are key partners in supporting their children's learning.

Curriculum for Excellence: Building the Curriculum 5

GIRFEC CLPL

Psychological Service delivered training to 91 newly qualified teachers on the GIRFEC approach and the related local framework for meeting the additional support needs of learners. Almost all participants reported improved knowledge of GIRFEC and the staged approach to meeting the additional support needs of learners following training.

“ QUOTES FROM NQTs ”

“I will now take into account all aspects of the child's development and recognise how my responses impact on them.”

“I will take more time to consider the needs of learners beyond the classroom.”

What are we going to do now?

- Continue to implement new national guidance on the Children and Young People's (Scotland) Act 2014.
- Support establishments with the implementation of Named Person.
- Develop a GIRFEC website for children and young people, parents, carers and practitioners.
- Continue to support all schools to develop nurturing approaches.
- Continue to provide staff training and support for establishments with Learning Centres.
- Develop a Parental Engagement Strategy to replace the Parental Involvement Strategy and Parenting Strategy.
- Introduce the Let's Play Project to all early years establishments.

Active

Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

- learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential



“QUOTE FROM STAFF”

“The pupils had a fantastic time over the course of the weekend and it helped them and their “buddies” to particularly develop social skills in a practical environment which will be invaluable in life, while making friends and having fun.”

“QUOTE FROM A PUPIL”

“My buddy has been really helpful and supported me in the activities and free time and trying to get me included.”

Residential and Outdoor Experience

34 young people with additional support needs from the seven East Renfrewshire secondary schools and Isobel Mair School took part in a residential and outdoor experience at Lochgoilhead Outdoor Centre, their second time at this venue and the tenth such weekend. The young people were accompanied by 34 “buddies” and 29 members of staff. The outdoor education programme was designed to give opportunities and personal challenges to all of the young people with additional support needs. The experience helped to increase the confidence of young people with additional support needs. Relationships built between the young people and their senior buddies are sustained well beyond the weekend itself. The event also offered a social opportunity to young people who may not have easy access to such activities in their day to day lives. All of the young people thoroughly enjoyed the experience.

Commonwealth Games Legacy Flagship Concert

A Commonwealth Games Legacy Flagship Concert was held in the Glasgow Royal Concert Hall. The concert saw all East Renfrewshire ensembles and choirs performing music from all around the Commonwealth, with a new music commission for the East Renfrewshire Schools' Symphony Orchestra, by one of our ex-pupils. The event displayed the talents of over 400 pupils, with our sound engineering pupils involved in all aspects of the recording process. Two CDs were produced with assistance from Linn Records, a locally based record and electronic company, by the Friends of East Renfrewshire Schools' Music. This provided a real musical legacy to the Commonwealth Games year.



Our young children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



Musicianship Classes

Through Youth Music Initiative funding, Primary 4, 5 and 6 pupils received Kodaly-based musicianship classes on a weekly basis. Kodaly is a method of teaching musicianship. In addition, all Primary 3 and 7 pupils received similar instruction throughout the session, delivered collaboratively by primary specialists and class teachers. This experience maximised the development of children's, young people's and staff's musical skills, knowledge and musical enjoyment, giving them a lifelong skill, appreciation of music in its varied and extended form and enabled the sustainability of the work in the schools. Commendably, the programme was invited to be part of a set of case studies commissioned by the Scottish Government and Creative Scotland.

"It touches so many pupils – every single pupil gets a chance to experience it and it is totally across the board."

Case Study Evaluation:
Creative Scotland, Youth Music Initiative

Physical Education

All primary and secondary schools continue to meet, and in some cases exceed, the Scottish government's target of two hours of physical education per week

Early Level Connections

Supported by the PE Lead Officer, effective collaboration and joint planning between teachers and coaches has increased pupil motivation and engagement in physical education in primary schools. Authority resources were supplemented with an Early Level Connections pack in every primary school and pre-five establishment. Pre-five staff have been supported to introduce dance. Over 100 teachers have attended training in "Better Movers and Thinkers".

“ PARTICIPANT IN PRE-FIVE DANCE PROFESSIONAL LEARNING ”

"It was inspiring to see how imagination, counting, clapping rhythms and storytelling were all incorporated into the dance, so that many aspects of child development were promoted."

“ PARTICIPANT IN 'BETTER MOVERS AND THINKERS' TRAINING ”

"I can't wait to try out all of these activities with my class and see what creative ideas they come up with."



Live Your Goals

A number of high profile Scottish female sportswomen took part in the Scottish Football Association's "Live Your Goals" project which was co-ordinated by St Ninian's High School and the Scottish Football Association (SFA). The project focussed on encouraging young girls to participate and pursue careers in sport by hearing from inspirational women.



Residents are active and optimise their health and wellbeing.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Sports Scotland Gold Award

Following the success of Kirkhill Primary School and Woodfarm High School in January 2015, a further three primary schools, Carolside, Netherlee and Uplawmoor, and three high schools, Eastwood, Williamwood, and St. Ninian's, were awarded a Sports Scotland Gold Award in June 2015. The award formally recognises a school's achievement in putting quality physical education and school sport at the heart of their planning, practice and ethos.



"The active engagement of pupils, staff, parents and partner agencies affords outstanding opportunities for pupils to participate in appropriate and sustainable activities both during and after school."

**Support and Protection Review:
Kirkhill Primary School May 2015**

What are we going to do now?

- Continue to build on the successes of the Instrumental Music Service's ensembles, bands, orchestras and choirs and provide a wide variety of performance experience locally, nationally and internationally.
- Continue the annual residential and outdoor experience for young people with additional support needs.
- Continue to develop physical literacy for children in nursery classes and family centres.
- Continue to support staff through "Better Movers and Thinkers" and outdoor learning in physical education.



East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement

Respected

Having the opportunity, along with carers, to be heard and involved in decisions which affect them.

- an improvement in the percentage of children and young people reporting they are treated fairly and with respect

Questionnaire Data

According to pupil questionnaires, 92% of young people in East Renfrewshire agreed that they are treated fairly and with respect by staff and other pupils, an increase of 6% on statistics gathered in 2012-13.

UNICEF Rights Respecting School Awards

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with 25 schools involved across the authority. An additional four schools have gained the award in comparison to last year. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A Rights Respecting School not only teaches children and young people about their rights, but also models rights and respect in all its relationships; between teachers, adults and pupils.

In 2014-15, Carolside Primary School achieved their Level 1 Rights Respecting Award. Busby Primary, Kirkhill Primary and Woodfarm High Schools achieved their Level 2 Award, the highest award available from UNICEF, demonstrating an exceptional commitment to children's rights. Woodfarm High School was the first non-denominational secondary school in Scotland to receive this award.



"The whole school community has embraced the UN Convention on the Rights of the Child and ensures that being rights respecting is central to the way in which the school presents itself; this is because the school's leaders are passionate about and totally committed to the access of all children to their rights."

**RRSA Level 2 Report
Woodfarm High School February 2015**

- Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour

Anti-bullying

Reported and recorded instances of bullying behaviour across educational establishments remained low. While there was a slight increase in primary from 3:1000 to 5:1000 after a significant drop in 2013-14, incidences in secondary schools were reduced from 7:1000 to 3:1000.

Barrhead High School's Youth Achievement Award Group devoted one of their challenges to anti-bullying, specifically to encourage people not to be bystanders if they witnessed bullying behaviour. During Anti-Bullying Week, there was a poster competition for S1 and S2, peer presentations at assemblies, and a whole school survey culminating in a "No Bystanders" banner which pupils and staff signed as a reminder of the commitment made to the No Bystanders cause.



Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included. Getting it Right for Every Child

Questionnaire Data

According to questionnaires, 97% of parents and carers in East Renfrewshire agreed that, overall, they were happy with their child's school, an increase of 1% on statistics gathered in 2012-13.

Complaints Data

The Education Department monitored very closely the number of complaints and the time taken to respond. Performance was within the target timescales set by the Scottish Public Services Ombudsman (SPSO).



Through the 20th Citizens' Panel Report, published in January 2015 we can see that the residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the Education Department, indeed education was the top rated Council service:

Priority	2008	2009	2010	2011	2012	2013	2014	2015
Primary education	98%	99%	100%	96%	100%	100%	98%	100%
Secondary education	98%	96%	97%	94%	97%	96%	96%	98%
Nursery education	94%	95%	97%	96%	96%	100%	93%	92%
Adult education/training	87%	87%	85%	77%	95%	88%	88%	80%

Further analysis within the 20th Citizens' Panel showed that East Renfrewshire's safe/clean environment, good reputation and good educational opportunities were the most common reasons for choosing to live in the area.

Comparator survey results are available for a small number of services and suggest that residents' views on these services in East Renfrewshire are generally more positive than views reported across other local authority areas. The only statistically significant differences are in relation to education services, with ratings of nursery, primary and secondary education in East Renfrewshire up to 15% higher than those reported across other local authority areas.

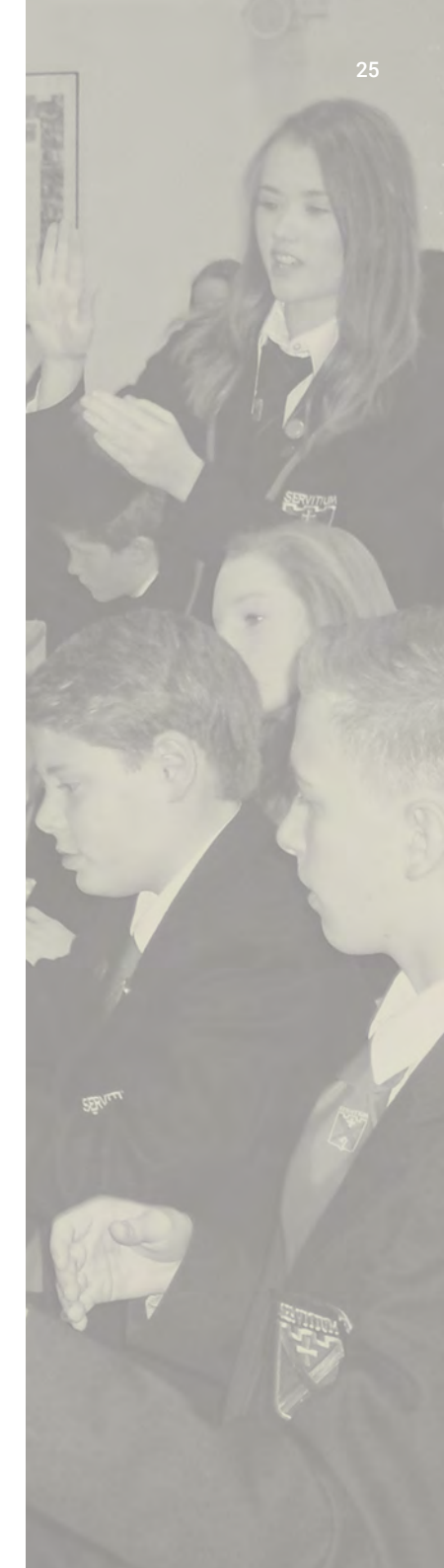
- **Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour**

Questionnaire Data

According to questionnaires, 90% of teaching staff and 70% of support staff agreed that they were actively involved in setting school priorities, a slight decrease of 1% and an increase of 1% respectively on statistics gathered in 2012-13. Statistics for parents showed that 70% agreed that they were actively involved in setting school priorities, a decrease of 2%, while 81% of pupils felt that their Pupil Council had a say in making the school better, a decrease of 2% on statistics gathered in 2012-13.

Our residents are well informed, enabling them to access accountable and responsive services.

Customer Outcome: East Renfrewshire Council's Single Outcome Agreement



Stakeholder Involvement

The Education Department provided a strong commitment to putting the views of pupils, staff, parents and carers at the heart of decision making. Regular forums provided opportunities for discussion regarding school improvement and priorities. These included meeting with parent council chairs, the equalities forum, meetings with pupil councils and teacher forums. The Council's Citizen Space was also effectively employed to capture the views of parents via electronic surveys.

"You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity. There are numerous examples of this within the Department. This included changes to the Sports and Leisure offering and increased nursery provision."

**Customer Service Excellence Report
January 2015**

What are we going to do now?

- Encourage all schools and centres to work towards Rights Respecting School Award accreditation.
- Complete a further revision of our anti-bullying policy following publication of the Scottish Government's revised guidelines, ensuring all educational establishments revise their policies accordingly.
- Offer half day refresher training for previous anti-bullying champions and full day training for newly nominated staff in every establishment.
- Continue to support clusters and individual schools and services to improve joint working with pupils, staff and parents.
- Expand the range of measures Adult Learning use to create a comprehensive service performance framework.
- Analyse and learn from complaints and amend practice to ensure improved experience for service users and learners.



Every young person is entitled to support in moving into a positive and sustained destination

Curriculum for Excellence: Building the Curriculum 3

Responsible

Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.

- 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

Eco-Schools

A total of 29 schools and pre-five establishments have now been successful in attaining or maintaining their Green Flag, the international standard of excellence in the Eco-Schools programme, by the national body Keep Scotland Beautiful. This prestigious award recognises the work being done to raise awareness of eco issues and to ensure that they are being addressed within all educational establishments.



“QUOTE FROM A PUPIL”

“Litter has been a big focus for our Eco Committee as we know how bad it is for our environment. The eco team has taken part in community “Litter Picks” to help tackle the problem. We hope that through raising awareness of the problems litter can cause, we will work towards our school being litter free.”



Teach Global Ambassadors and Global Learning Programme

Teaching staff from Barrhead High School completed the Teach Global Ambassadors Programme, participating in national and international CLPL events and presenting at dissemination days. Training will now be offered to all secondary schools across the authority and resources created through Teach Global Ambassadors will be made available online to support staff. The opportunities offered by the Global Learning Programme will ensure local schools are equipped with resources and ideas to enhance global themes in the classroom.

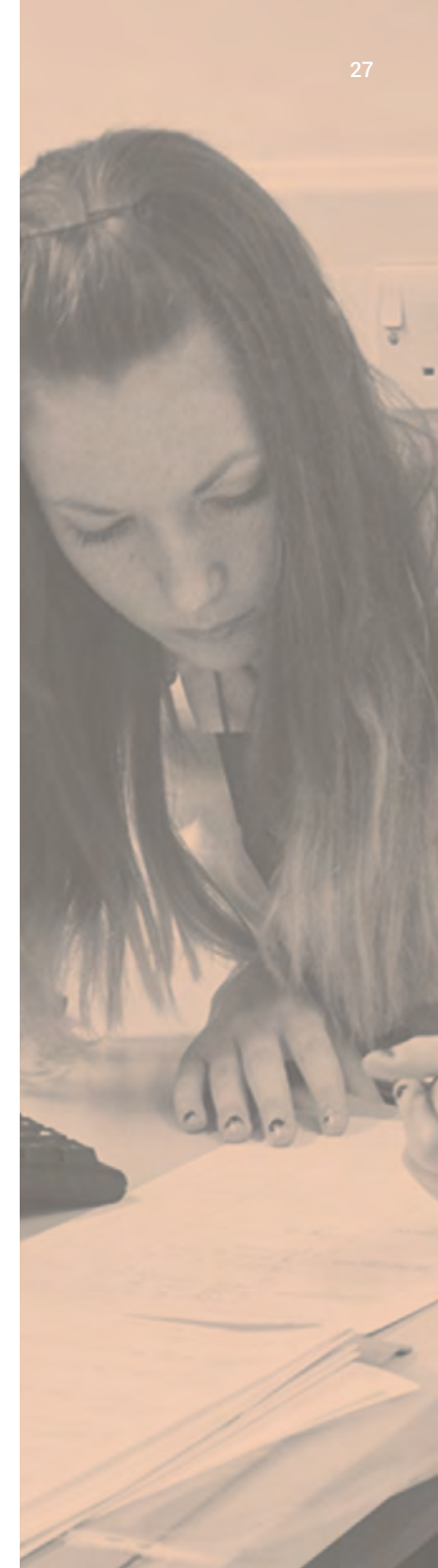
All children and young people are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning. Curriculum for Excellence: Building the Curriculum 4

Young Enterprise Scotland (YES)

The YES Awards celebrate the success of businesses set up by young people aged 16-18 who participated in their Company Programme. Judging panels across the country selected the most innovative and successful businesses from the schools across Scotland who participated. Red Thistle, the business set up by a team of young people from Mearns Castle High School, set out to provide innovative, unique and quality products to school communities and the general public whilst supporting traditional Scottish industry. Red Thistle designed an exclusive tartan lambswool scarf based on their school colours and had it recognised as part of the school uniform. Commendably, Red Thistle won Young Enterprise Scotland's Quality Scotland Organisational Excellence Award 2015 and were awarded 2nd place in the ASDA Retail Excellence Award 2015.

“QUOTE FROM RED THISTLE”

“Our team has enjoyed the thoroughly challenging experience of Young Enterprise and we have all grown together over the year. The skills and work ethic gained will be highly beneficial to all members in their future ventures.”



Holocaust Memorial Evening

Williamwood High School held its first Holocaust Memorial Evening in January 2015. The event was hosted and organised by S6 pupils and their two "Lessons from Auschwitz" ambassadors in conjunction with the Holocaust Educational Trust. The ambassadors had visited Auschwitz in Poland and attended a memorial service for those who lost their lives during the Holocaust. The memorial evening featured guest speakers Bill Clark, a Holocaust Educational Trust educator, and Bob Kutner, a Holocaust survivor. The evening was well attended by almost 150 people from the wider community, with every one feeling inspired after hearing Mr Kutner, whose contribution to the evening and impact on those who attended will not be forgotten.



- a culture of self-evaluation and continuous improvement in all schools and services

Self-evaluation

Self-evaluation was embedded across all schools. Rigorous and regular activities such as focus groups, questionnaires and learning visits took place, ensuring that schools were continuously measuring progress and improving. Quality Frameworks were used to benchmark performance and identify priorities and next steps. Children, staff and parents contributed very effectively to the process, ensuring that the customer remained at the heart of all that we did.

"Staff remain fully committed to continually reviewing and improving the work of the school to support children to achieve success. They regularly discuss teaching and learning, share ideas and good practice and engage in a range of professional learning, quality assurance and moderation activities with colleagues and staff in other schools to develop their skills and practice."

**Education Scotland Follow-through Report:
Mearns Primary School May 2015**

Customer Service Excellence

East Renfrewshire Council's Education Department received an outstanding award for Customer Service Excellence. The Education Department was found to be sector leading in engaging customers to determine their views, using customer insight to inform policy and strategy and to prioritise service improvement activity. The assessor identified 21 areas of good practice including how the department continually develops its service in a customer focused way, valuing all stakeholders and supporting customers in both a pastoral and professional manner.

- an improvement in the percentage of learners reporting they have opportunities to take part in school committees/groups

Questionnaire Data

In statistics from questionnaires, 93% of pupils agreed that they have opportunities to take part in school committees and groups, an increase of 4% on statistics gathered in 2012-13.

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included. Getting it Right for Every Child

Pupil Councils

All primary and secondary schools have highly effective pupil council structures which play an active part in improving the school. Children and young people were provided with many opportunities to participate actively in decisions, with their views, opinions and ideas used to influence improvements in their learning experiences. In all schools pupils were given roles and responsibilities to develop leadership skills.

"Pupil groups and other activity across the school were very well evaluated and opportunities for pupil participation maximised with around 90% of pupils active in wider school activity."

**Support and Protection Review:
Kirkhill Primary School May 2015**



resources lead to improvements for learners and service users

Financial Resources

The Education Department's budget for 2014-15 was again brought in on target. Savings continue to be made in areas such as non-domestic rates, energy costs which were able to be offset against, for example, higher than anticipated repairs and maintenance expenditure. The department continued to take early action in preparing for future budget reductions which also contributed to savings made during 2014-15. Efficiency savings continued to be sought across the department and for 2014-15 the department again reported efficiency savings in excess of £2m, 7% above target. Savings made in terms of home to school transport contracts made a significant contribution to the additional efficiency savings reported.

School Estate

Work continued on the project to design and build a replacement Barrhead High School on the Johnny Kelly Pavilion site. The designs for the new school campus, developed in consultation with the school community, show an amazing modern building. The Johnny Kelly Pavilion will be replaced on a new site in the park, and the skate park will be relocated, becoming part of a fantastic sports campus, with a new running track and pitches planned for the school and the existing new state-of-the-art 3G pitch.

Following an education consultation exercise, the Education Committee approved a proposal

to establish a faith schools' joint campus, comprising a new Catholic primary school, relocating Calderwood Lodge Primary School and the provision of pre-five facilities. Extensive design consultation has been undertaken with stakeholders, including pupils, parents, staff, faith leaders and the wider community to realise their aspirations for the new campus. The resulting design received very positive feedback, recognising the importance to both the Catholic and Jewish communities to maintain their own ethos and school's identity, whilst respecting each other's faith.

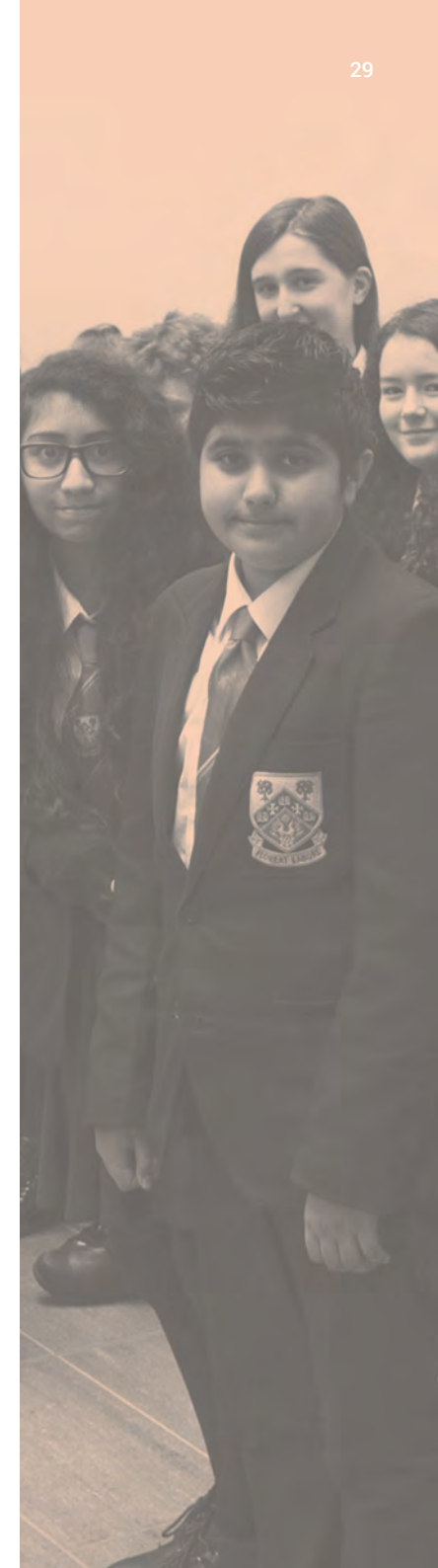
Early in 2015 the Council welcomed a funding opportunity to be able to refurbish and extend Crookfur Primary and Nursery. The project was progressed with the appointment of various partners to assess the current built environment and explore redesign options for consultation with stakeholders.

Other major projects taken forward in 2014-15 included:

- Adaptations to the dining and kitchen areas in certain schools to ensure there was sufficient capacity to meet demand following the introduction of free school meals for all P1-P3 pupils from January 2015. Such works were completed in Kirkhill, Netherlee and St Cadoc's Primary Schools with further works planned to extend dining facilities within Carolside Primary School.

Our employees are skilled, and supported to achieve our outcomes.

People Outcome: East Renfrewshire Council's Single Outcome Agreement



- An upgrade to the dining and kitchen facilities at Mearns Castle High School.
- Plans commenced on extending Madras Family Centre to provide additional early learning and childcare places for eligible two year old children.
- A playbarn was established in the grounds of St Cadoc's Primary School.
- 11 schools were provided with wireless capability. A number of mobile managed devices are in use in these schools and feedback from staff and pupils has been positive regarding the impact on learning and teaching via immediate online access.



• a skilled and confident workforce

Questionnaire Data

In questionnaires, 92% of teachers agreed that they had good opportunities to take part in continuing professional development and 83% of non-teaching staff stated that they had good opportunities for training, an increase on statistics gathered in 2012-13 of 4% and 7% respectively.

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities. In responses to questionnaires, 95% of parents felt that schools were well led, an increase of 2% on statistics gathered in 2012-13. 89% of teaching staff indicated that leadership at all levels was effective, an increase of 1% on statistics gathered in 2012-13.

Career Long Professional Learning (CLPL)

Between August 2014 and June 2015, 215 centrally based courses were offered with 2391 staff attending. Courses covered a range of topics from leadership and management to classroom practice with 91.5% of attendees evaluating their courses as good, very good or excellent, a slight decrease on statistics from 2013-14.

Professional Update

Professional Update is a scheme of re-accreditation for teachers, which ensures the highest standards are maintained in Scottish schools. Professional Update aims to:

- maintain and improve the quality of our teachers as outlined in the relevant General Teaching Council for Scotland's Professional Standards and enhance the impact that they have on pupils' learning.
- support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Session 2014-15 was the first year of full national roll out of Professional Update and all those teachers involved this year fully engaged in the process.

Newly Qualified Teacher (NQT) Programme

A total of 91 NQTs successfully completed their one year induction placement in June 2015. Over session 2014-15 they undertook a now well-established comprehensive training programme designed to offer them support and training at this early stage in their careers.

Leadership Development Programme

The Leadership Development Programme ran over session 2014-15, intended to prepare school middle managers to develop personally and professionally. It included opportunities for reflection, discussion, mentoring and coaching. A cohort of 14 members of staff participated in this programme in session 2014-15.

Parents are key partners in supporting their children's learning.

Curriculum for Excellence: Building the Curriculum 5

Flexible Routes to Headship

This comprehensive leadership training programme continued to be provided by the authority for promoted teachers aspiring to achieve the Standard for Headship. Four candidates from Cohort 7 achieved the standard in 2015.

Glow

Glow is Scotland's national intranet for education. This year the Glow Blogs service was updated with a number of new themes and plugins allowing establishments more choice in visual design for their school websites and class blogs. To date, 31 of our 37 establishments have updated their school websites.

Braidbar Primary and Williamwood High Schools participated in a pilot of Yammer, a collaborative network, to help the Scottish Government identify benefits, drawbacks and need for guidance on the use within Glow.

As a result of the work undertaken, East Renfrewshire was asked to share their work on Glow at a national meeting of all 32 local authority's Glow Key Contacts.

What are we going to do now?

- Continue to support schools and services through the focus on Customer Service Excellence and Investors in People.
- Continue to support schools to refresh approaches to self-evaluation.
- Develop a career long professional learning strategy.
- Continue to support schools in the evolution of Glow.
- Continue to support all educational establishments to achieve accreditation for the Eco Schools Green Flag.
- Continue to develop Global Citizenship education through the Teach Global Ambassadors Programme.
- Continue with major building projects: Barrhead High School, Faith Schools' Joint Campus, Cart Mill Family Centre, the extension and refurbishment works at Crookfur Primary School and with HSCP progress the Family Centre (relocated Arthurlie Family Centre) and Community Hub at Auchenback.
- Roll-out wireless networks across all educational establishments in line with available resources.
- Undertake school estate maintenance and improvement works with Property and Technical Services in line with the capital plan.
- Expand catering provision in the pre-five sector to address new legislative requirements.
- Utilise a proactive approach to financial management, in particular to continue maximising efficiency opportunities and planning ahead for further budget reductions.

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included. Getting it Right for Every Child



Included

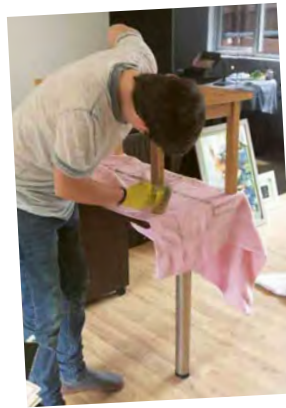
Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

- a further improvement in school leaver destinations

School Leaver Destinations

School leaver destinations in East Renfrewshire remained very strong. The School Leaver Destination Report indicated that 96% of school leavers in 2013-14 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. This was more than 3% higher than the national average and a rise from 95.8% in 2012-13.

East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2013-14. 66.7% of young people went on to higher education in 2014, an increase of more than 4% in comparison to 2012 and well above the national average of 38.6%.



The percentage of those entering employment was lower than 2012, a decrease from 13.2% to 12.4%. The percentage of leavers categorised as unemployed and seeking remained steady at 3.6%.

The percentage of young people who required additional support through an Activity Agreement subsequently entering a positive destination decreased from 93% in 2013-14 to 85% in 2014-15. This was well above the national average of 70%.

“QUOTE FROM A YOUNG PERSON”

“An Activity Agreement really helped me; I would never have had the confidence to apply for college without the support of my Trusted Professional.”



- an increase in activities which support the need for prevention and early intervention, improve outcomes and reduce inequalities

Questionnaire Data

Statistics from the 2014-15 questionnaires showed that 97% of teachers agreed that all pupils participate in activities which meet their learning needs, an increase of 3% on statistics gathered in 2012-13. Pupil questionnaires showed that 96% of pupils agreed that they were supported and challenged in their learning, an increase of 3% on statistics gathered in 2012-13. 92% of pupils agreed that help and support was available when required, an increase of 6%, while 86% of pupils stated that staff spoke to them regularly about how to improve their learning, an increase of 5% on statistics gathered in 2012-13.

Home Visits

The families of children in all of East Renfrewshire's pre-five establishments were offered a home visit before the year started for staff to gather important personal information and establish positive relationships. Building on the strong start that most of our children have, staff supported families and offered a broad range of activities linked to child development and parenting.

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. Local Outcome: East Renfrewshire Council's Single Outcome Agreement



Let's Play Project

The Let's Play Project was introduced to one family centre in East Renfrewshire Council. It aimed to develop parents' and carers' skills, highlight the importance of positive play experiences for children and encourage opportunities for quality interactive play between children, parent and carers. Feedback from parents was very positive and self-rating scales showed good improvement in relation to knowledge of how to help children develop and the confidence of parents in supporting children's progress through play. Following this success, the Let's Play project was introduced to a second family centre.

QUOTE FROM A PARENT

"It's not about going on big adventures all the time - it's more about the little things we do that make the difference."

- an improvement in the attendance rates of looked after children

Attendance Rates

Attendance rates of those children and young people who are looked after increased to its highest ever recorded value of 91.4%, an increase of 3% on the 2011-12 rate. The authority is currently on target to achieve its 3-year (2015-17) average target of 91%.

- practices and experiences which ensure that children, young people and adults' needs are identified and addressed

Questionnaire Data

Statistics from questionnaires stated that 96% of parents and carers agreed that their child's learning was progressing well, an increase of 1% on statistics gathered in 2012-13, while 93% of parents and carers stated that their child is encouraged and stretched to work to the best of their ability, an increase of 2%.

"Extended transition arrangements were very good and provided a high level of support for children and young people with a range of additional support needs. Pupils who required additional support were identified ahead of the formal transition processes to effectively plan for meeting needs."

**Effective Transitions Review:
Woodfarm High School February 2015**

Our children are safe and cared for.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Enjoy Your Baby

The Psychological Service worked in partnership with the health visiting service to deliver the cognitive behavioural programme, "Enjoy Your Baby" to parents of babies who would most benefit. All the parents reported improved mood, confidence and resilience following their involvement in the programme with some parents requiring a reduced level of support from the health visiting team.

QUOTE FROM A PARENT

"Thank you, I feel a lot better and feel I can be a better mum."



Online Individual Learning Plan and Review

Welfare reforms have driven a need for targeted employability support around the core skills of literacy, numeracy, communication and ICT. To provide the most relevant learning opportunities and to better support those affected, the need for a baseline assessment and review process was identified by Adult Learning.

The creation and implementation of the online Individual Learning Plan and Review ensured that services were targeted to those most in need. This has resulted in better evidence of individual need and enabled Adult Learning to create tailored programmes. Progress can be recorded throughout the learning journey with the learner at the centre of the process.

As a result, each learner has their own electronic copies of assessments to show evidence of learning and achievements, encouraging ownership of learning. Learners can direct their own learning in relation to their needs and personal employability goals.

Women's Personal Development Group

The Women's Personal Development Group was set up to address barriers faced by women in participating in learning activities. The need to improve confidence and self-esteem as well as literacy and ICT were identified using the Individual Learning Planning and Review process.

Commendably, the group completed the certificated Steps to Excellence personal development programme. Learner progression on completion of the programme included employment, volunteering and uptake of other adult learning opportunities in employability and ICT. These were significant outcomes for the group as anxiety in relation to entering a learning environment was recorded as a barrier at the initial interview stage.



- maintain and where possible improve upon the already low exclusion rates in our schools, especially for looked after children

Exclusion Rates

The downward trend in the number of temporary exclusions from schools in East Renfrewshire has continued this year with the lowest ever rates recorded for session 2014-15.

In the primary sector, there were no temporary exclusions. The primary sector has surpassed the 3-year average target (2013-15) set at 2 incidents per 1000 pupils with a three year average of 0.1 incidents per 1000 pupils.

There were fewer than 20 incidents of exclusion in the secondary sector, and the number of half-days lost, measured as the rate per 1000 pupils, was the lowest ever recorded. Secondary schools in the authority have achieved the 3-year average target (2013-15) of 13 incidents per 1000 pupils, with a 3-year average result of 3.8 incidents per 1000 pupils over the same time frame.

No looked after pupils were excluded, a significant decrease from 266 per 1000 pupils in 2009-10. The authority is on target to achieve its 3-year average target (2014-16) of 58 incidents per 1000 pupils for looked after children.

Nationally, in 2014-15 there were 9 incidents per 1000 primary pupils and 49.6 per 1000 secondary pupils. The equivalent rates for comparator authorities were 8 and 47.8 incidents per 1000 pupils for primary and secondary respectively.

Our children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Outreach

The Outreach Support Service continued to develop a range of high quality targeted supports for children and young people with social, emotional and behavioural needs to maintain them in their mainstream schools. Approaches included involving young people in meaningful outdoor learning, "Mindfulness" for dealing with anxiety and "Bounce Back" to challenge cycles of negative thinking. The team supported secondary schools to develop nurture groups. The Outreach link social worker made some very successful links with parents by supporting them in Promoting Positive Parenting classes and completed home visits in an advisory capacity to support parents. The Outreach Pupil Support Assistant offered support staff training on Behaviour Support giving them an opportunity to share best practice. The work of this service was a contributory factor to low exclusion rates in the authority.

- **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**

Transition

Very effective transition arrangements were in place for all children moving from early learning and childcare establishments to primary school. Staff from pre-five and primary participated in assessment and moderation events as well

as professional dialogue throughout the year to build relationships, gain knowledge about children, ensure continuity and progression in learning for all and develop a common understanding of children's attainment and achievement. This led to staff having a shared understanding and expectation of the early level curriculum. Staff from our Psychological Service supported the transition process resulting in children and young people feeling self-assured and confident in transferring from pre-five to primary and from primary to secondary.



"Transitions to P1 from nursery and to secondary school are well planned, with effective individual transition programmes for children who require support."

**Education Scotland Report:
Eglesham Primary School October 2014**

Cluster Working

Cluster working continued to be a major strength across the authority with a strong focus on professional dialogue around learning, teaching, assessment and moderation. All clusters had strong transition and extended transition arrangements. All staff continued to participate in regular moderation meetings in schools or with cluster colleagues in a number of curricular areas at the point of transition.

Developmental Milestones CLPL

In partnership with the Quality Improvement team, Psychological Service delivered training to fifty-eight primary one teachers, sixteen support for learning staff and twenty-two senior managers to support the implementation of the developmental milestones assessment for all primary one children. Almost all participants evaluated the training as very good to excellent and were able to clearly identify how this would improve their practice.

QUOTE FROM SCHOOL STAFF

"I will be able to use the developmental milestones assessment analysis, alongside baseline assessments, to inform professional dialogue discussions within school and with nursery and cluster colleagues."

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. Curriculum for Excellence: Building the Curriculum 3

What are we going to do now?

- Continue to support educational establishments to make transitions as smooth as possible for children and young people.
- Further develop services and practices to ensure children and young people are included and their needs are met.
- Continue to work with vulnerable young people referred for an Activity Agreement.
- Utilise the ongoing development of the national data hub to ensure more targeted preventative provision and support the range of 16+ offers available to young people.
- Continue to ensure, in partnership with other agencies, the social and emotional health and wellbeing of pupils through the Outreach Support Service.
- Continue to develop a range of high quality targeted supports for children and young people with a variety of needs to continue to decrease the absence and exclusion rates in our establishments, especially for looked after children.
- Continue to offer learning sessions for classroom practitioners in strategies for good behaviour management.
- Further strengthen approaches to Prevention and Early Intervention through working with others to deliver outcomes within the Early Years Collaborative.
- Continue to work with partners to support children and young people ensuring progression through the broad general education.
- Work in partnership to increase and improve support to parents, particularly vulnerable parents, parents of children with a disability and parents of children aged 0 to 3.
- Develop an Early Learning and Childcare strategy.
- Continue to mainstream equalities in the work of all educational establishments.
- Continue to work closely with our partners in Criminal Justice, family centres and Voluntary Action to facilitate learner engagement through to outcomes and impacts.



All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. Local Outcome: East Renfrewshire Council's Single Outcome Agreement

Successful Learners

Eight candidates in our schools attained the new Scottish Baccalaureate award, three with distinctions.

Isobel Mair School was selected by Education Scotland to feature in filming, published on the Journey to Excellence website, in support of the 3-18 curriculum impact report on Literacy and Language.

Thornliebank Nursery Class, as part of their project on "The Gruffalo", worked on various areas of the curriculum including expressive arts, literacy and English. As part of their project, the children and staff entered the Greenbank Wheelbarrow Competition and won first prize for their excellent contribution. Julia Donaldson, author of "The Gruffalo", wrote to the nursery class to congratulate them on their winning entry.

Further to Mearns Castle High School winning the Innovation in Literacy and Numeracy Teaching Practice category in the Scottish Education Awards 2014, one of their Principal Teachers spoke at the Education Scotland's National Numeracy Network.

Arthurlie Family Centre was recognised by Education Scotland through two case study films, "Woodland Wonders" and "Getting to Know You" for the Journey to Excellence website. The films were created to complement the education body's 3-18 Health and Wellbeing thematic reviews.

Teachers from St Joseph's Primary School ran a series of workshops explaining how reading is taught and how parents could best support their child at home. These sessions were linked to "Come and See my Learning" sessions where pupils demonstrated this learning in action to their parents.

Quote from a parent:
"Thank you for organising these workshops. I really enjoyed seeing how reading is taught and it gave me great ideas for how I can help my child with their homework."



Mearns Primary School was shortlisted for the prestigious TES Schools Awards in both the English Teacher or Team of the Year category and the Early Years Setting of the year category.

A total of 169 East Renfrewshire residents engaged with Adult Learning for basic IT support with 100 participants accessing two or more courses from the Basic IT programme. A participant said that the class was, "Opening up the choice for me to engage in this world of technology."

Two pupils from St Ninian's High School received the Higgs Prize for Physics as a result of being the highest marked boy and girl on their Advanced Higher physics paper. The Higgs Prize is named after Nobel Physics Prize winner Professor Peter Higgs and was set up to reward and inspire Scotland's best young school physicists.

The Principal Teacher of Technical, Textile, Health and Food Technology from Eastwood High School won the Design and Technology Association's Excellence Award in the category of Subject Leadership Design and Technology.

A pupil from Mearns Castle High School won the Royal Society of Chemistry Prize for Higher Chemistry, coming joint first out of over 10,500 candidates.

St Ninian's High School's Summer Reading Challenge was completed by 45 pupils in S2. The challenge supported their literacy skills and encouraged them to continue reading over the summer holiday.

Our Lady of the Missions Primary School choir enjoyed success at Glasgow Music Festival. They were awarded first place in the highly competitive hymn singing class and third place in the Scots Song class, receiving glowing feedback from the adjudicators.

Quote from a pupil:
"When I looked out to the audience and the judges I could see that they were happy with how we were singing. It was a great experience!"

Confident Individuals

Isobel Mair School was a finalist in the Health and Wellbeing category of the Scottish Education Awards.



A pupil from Eastwood High School achieved a gold medal for the under-17 1500m in the British Schools Games.

St Mark's Primary School's Art Exhibition returned for a third year this session. P6 and P7 pupils took part in Art-iculate, an opportunity for solo talks based on paintings by the Glasgow Boys and Girls.

Pupils in Primary 6 at Giffnock Primary School participate in the Bikeability programme annually with staff and parents assisting in both the playground and on-road training, designed to encourage pupils' confidence in cycling and increase awareness of potential hazards on roads. The school provided bikes for Bikeability, encouraged pupils to cycle to school, provided bike racks in the playground, worked with the school's Junior Road Safety Officers to create a Travel Plan and took part in the Give Me Cycle Space Campaign. As a result, officers from Cycling Scotland visited the school and were delighted to award Cycle Friendly School status."

Quote from a pupil:

"Taking part in Bikeability last year has really helped with my confidence when cycling on the road."

A pupil from St Cadoc's Primary School won the Food Standards Agency Scotland's (FSAS) poster competition which had 6700 entries from a cross-section of ages, schools and themes. Another pupil at the school was highly commended by an independent panel of judges and the FSAS. The winning poster design featured in the 2015 FSAS calendar.

St Thomas' Primary School's Pupil Council, acting as Junior Road Safety Officers, worked together to



carry out travel surveys, studied walking bus routes from maps of Neilston and completed travel information leaflets. Being responsible for encouraging and endorsing the content of the Travel Plan, they continued to keep everyone in the school community updated on active travel events and "Walk to School" weeks.

Over thirty people came to St John's Primary School to speak to classes as part of their World of Work and Financial Education Week. This included police officers, a paramedic, park rangers, a vet, a flight attendant, chefs, fire fighters, retail workers, solicitors, an author, a financial advisor, an immigration officer and a football manager. Throughout the week pupils had the opportunity to learn about how they could develop skills for future employment.

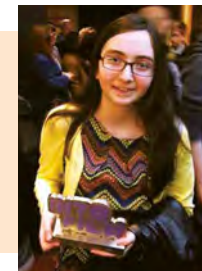
Comments from a presenter:

"It is great that you are encouraging pupils to meet employers."

Ten pupils and seven staff members from Barrhead High School took part in the Race for Life "Pretty Muddy" 5K run at Bellahouston Park.

East Renfrewshire Council's Cleaning Team was a finalist in the UK wide APSE Building Cleaning Finalist in the Most Improved Performer category for the second year running.

A pupil at St Ninian's High School won the Into Film Award for Review of the Year. This is a UK wide award and judged at a very high level.



Two Head Teachers presented at a series of five leadership conferences held to support primary schools with the implementation of Curriculum for Excellence.

Adult learners participating in Gaelic classes at beginner, intermediate, advanced and conversational levels spoke on Pulse FM community radio to promote the classes in the community.



Effective Contributors

Nine pupils from Williamwood High School achieved the Diana Award for their commitment and dedication in making a positive difference in their school and communities through fundraising and volunteering.



Four teachers from Crookfur and Thornliebank Primary Schools had the opportunity to lead a presentation on their involvement in their School Improvement Partnership Programme during a national Education Scotland Conference.

Neilston Primary School succeeded in securing its fifth Green Flag. The school was part of a day's Parliamentary papers with their achievement noted by the House of Commons. "That this House wished to congratulate Neilston Primary School on achieving its fifth Eco Schools Green Flag, in recognition of the achievements of pupils and staff in meeting targets for the school's environmental performance and for developing and continually improving a school environmental plan; and believes that the work of the Eco-Committee and the whole school is a great example to the wider community of the positive benefits of looking after the environment."

House of Commons Business Paper:
Early Day Motion 465

Busby Primary School was a finalist in the Enterprise and Employability Across Learning category of the Scottish Education Awards.

A member of staff at St Luke's High School won the Educational Supporter of the Year category in the Scottish Education Awards.



Netherlee Primary School's commitment to improving the environment was rewarded with a fifth successive Eco Schools Green Flag. The Eco Committee forged strong partnership links within the school and in the wider community, worked closely with the Pupil Council on a comprehensive programme of school grounds improvement and with the community on environmental issues. A Netherlee pupil was recognised by the Council for contribution to improving recycling through a design for on-street recycling bins, now in use around East Renfrewshire.

Primary 4 and 5 pupils in Uplawmoor Primary School undertook the Mycro Tyco challenge, raising over £1400 for charity over a four week period from a starting point of only one pound. The pupils organised tuck shops, made items



to be sold at the local farmers' market, hosted a skills auction and movie afternoon. The project demonstrated pupils' entrepreneurial skills, allowing them to foster creative thinking and team work.

East Renfrewshire Council's Opportunities for All Team used a pop up shop at Silverburn Shopping Mall and a pre-sale event at East Renfrewshire's Style Academy to raise money for the Brightest Star charity.

Two Barrhead High School pupils were invited to receive their Diana Award for being Champion Volunteers at the national award ceremony in London.



Pupils in the Enterprise Club at St John's Primary School established a Community Café, providing a place for parents, pupils, staff and friends to relax, catch up and meet new people. The pupils were responsible for managing their company and the profits were used to fund their business and school garden, support school charities and to help visit the local care home. As a result of this work, the Enterprise Club was presented with a Social Enterprise in Education Award.



The work of the Education Department was recognised by the Citizen Space User Group at the Scottish Government, who were particularly interested in the work undertaken by educational establishments on the use of online questionnaires.

Two pupils from St John's and St Mark's Primary Schools were runners-up in the John Byrne National Drawing Competition.

safe healthy achieving nurtured active respected responsible included

Responsible Citizens

P5 children from Neilston Primary School successfully took part in the Clyde in the Classroom Project, a hands-on project which uses the life history of the brown trout to promote awareness of river ecology. The children involved are responsible for the care of brown trout within their classroom.

Pupils at St Joseph's Primary School won the Lego Trophy for Best Project in the First Lego League competition run by the Strathclyde University's Chemical and Process Engineering Department.

Carolside Primary School was recognised by Education Scotland and selected to feature in filming, published on the Journey to Excellence website, in support of the 3-18 curriculum impact report on Technologies.

A pupil from Netherlee Primary School was awarded a Scottish Engineering Special Leaders Award (SESLA) for the design of a Sun Reflecting Satellite with concave mirrors which redirect sunlight over Scotland in order to decrease the risk of multiple sclerosis.

The Principal of Strathclyde University invited the pupil to visit the campus to discuss this innovative and creative engineering idea with world-renowned space researchers.



Ten pupils from Eaglesham Primary School, in collaboration with pupils and parents of St Ninian's High School and TREE, The Regeneration of Eaglesham's Environment, contributed to the design of a mural for a local bus shelter.

Over 100 Barrhead High School pupils, parents and staff climbed Conic Hill to raise funds for victims of the Nepal earthquake. The hillwalk, organised by the school's Rights Respecting School Group, was in response to a presentation delivered by a former staff member who had lived in Kathmandu and, through contacts who survived the earthquake, had given a very real and moving account of the devastation faced by the survivors. The group raised over £2000 to help those affected.



Pupils in St Luke's High School, supported by a member of staff, created a social enterprise called "The Goat Team". Through partnership with SCIAF "Real Gifts", every £30 raised at their weekly cake stall went to buy a goat for families in the third world. Having raised enough to provide eleven goats, the pupils decided to use the money raised to provide bikes for school children in Peru.

Glenwood Nursery School was runner up in a Fairtrade competition. A Fairtrade sale provided the opportunity for the children to sell goods and handle money, as well as learn about Fairtrade. The children prepared snacks made with Fairtrade produce, shared stories about Fairtrade and used Fairtrade products in sensory play.



Eastwood High School was a finalist for the STEM Award in the Scottish Education Awards.

25 S6 pupils from St Ninian's High School received awards at the Pope Benedict XVI Caritas Awards Ceremony. The young people volunteered in their local parishes as well as giving their time within the school.



This year commemorated the 70 years since the liberation of Auschwitz. Isobel Mair School was nominated to receive one of the specially commissioned candles. The event was also filmed and broadcast by the BBC.

Woodfarm High School's Team DOCS competed at the Scottish regional finals of the Jaguar Land Rover 4x4 In Schools competition. The junior team worked with senior members to design and build a radio controlled 4-wheel drive vehicle. The final car had to meet a series of demanding specifications and be successfully driven across and through a range of obstacles. The team delivered a presentation, underwent an engineering inspection and passed a pit lane inspection, receiving the overall best team award and the best driving award.

Appendix 1 – Schools and Services Inspected in 2014-15

During session 2014-15, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

The following schools underwent a standards and quality inspection by Education Scotland:

- Busby Primary School
- Eaglesham Primary School

The following schools were engaged in the procedures related to HMIE follow through visits:

- Mearns Primary School

Standards & Quality and Thematic Reviews

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

- Schools in the Woodfarm Cluster, including Braidbar Primary, Giffnock Primary, Thornliebank Primary and Woodfarm High took part in a review which looked at effective transitions for pupils moving from pre-five to primary, primary to secondary.
- A Review of Support and Protection took place in Glenwood Nursery School, Kirkhill Primary School and Our Lady of the Missions Primary School.
- A Review of science took place across seven primary and secondary schools looking at learners' experiences from pre-school through to S3.

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

آپ کے لیے اس دستاویز کی دیگر زبانوں میں وضاحت کی جاسکتی ہے اور یہ دیگر مختلف صورتوں میں جیسا کہ بڑے حروف کی لکھائی اور بریل (ناپیدا افراد کے لیے) کے لیے ابھرے ہوئے حروف کی لکھائی (میں فراہم کی جاسکتی ہے۔ مزید معلومات کے لیے براہ کرم ہیریائی ٹیلیفون نمبر 0141 577 3001 پر کسٹمر فرسٹ سے رابطہ کریں یا customerservices@eastrenfrewshire.gov.uk کے پتہ پر ای میل بھیجیں۔

এই পত্র অন্যান্য ভাষায় বর্ণনা ছাড়া নানা বিকল্প আকারেও দেয়া যেতে পারে যথা - বড় ছাপান অক্ষরে এবং উচ্চ গঠিত বর্ণমালায়ও (Braille) দেয়া যেতে পারে। এ বিষয়ে আরও খবরাখবরের জন্যে যোগাযোগ করুন কার্টোমার ফার্স্ট টেলিফোন: ০১৪১-৫৭৭ ৩০০১ অথবা ইমেইল: customerservices@eastrenfrewshire.gov.uk

這份文件可以使用其他的語言解釋,亦可以提供其他形色的版本,例如大字和凸字。請聯絡客服務 (Customer First) 索取進一步的資料。
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