EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 9 JUNE 2016

Report by Director of Education

REPORT ON CURRICULUM FOR EXCELLENCE IN EAST RENFREWSHIRE SCHOOLS

PURPOSE OF THE REPORT

1.   The purpose of this report is to inform elected members of the report on Curriculum for Excellence (CfE) in East Renfrewshire Schools.

RECOMMENDATIONS

2.   Elected members are asked to:

   a. note and comment on the contents of the CfE report in East Renfrewshire Schools; and,

   b. approve the authority's action plan to address the agreed recommendations for improvement.

BACKGROUND

3.   The Curriculum for Excellence was officially established in 2004, with the key documents and guidance produced over the next five years. All schools across Scotland began to deliver CfE from 2010 onwards.

4.   From the outset, East Renfrewshire Education Department adopted a very strategic approach in taking forward thinking and planning within the context of CfE. There was an annually updated Curriculum for Excellence action plan which set out key activities and outcomes at a school level alongside the national developments.

5.   S4 pupils in 2014-15 were the first to sit new National Qualifications in East Renfrewshire.

6.   The purpose of the review was to establish the effectiveness of the leadership of CfE and the impact of CfE on the experiences, attainment and achievement of learners in the Broad General Education (BGE). A copy of the report is attached as Appendix 1.

7.   The review was carried out in October and November 2015. The review team analysed data, engaged with pupils and staff, interviewed headteachers, observed 120 lessons and recorded the views of learners and staff on video. 24 establishments were involved in the review.

REPORT

8.   The report provides a comprehensive overview of CfE in East Renfrewshire schools and early years establishments.

9.   The key strengths highlighted by the review team included:

- highly effective leadership at all levels;

- teachers/CDOs commitment to CfE and improving pedagogy;

- approaches by schools to developing the curriculum;

- staff and pupils sharing a common language of learning;

- high and improving levels of attainment in reading, writing and mathematics;

- extensive opportunities for personal achievement; and,

- excellent support for pupils.

10.   The areas for improvement highlighted by the review team are set out on page 16 of the report. The recommendations are focused around the following themes:

- leadership of learning and change;

- curriculum; and,

- raising attainment and achievement.

11.   Appendix 2 of this paper includes the authority's action plan to address the agreed recommendations for improvement. The Quality Improvement Service will work closely with establishments to support its implementation.

FINANCIAL AND EFFICIENCY IMPLICATIONS

12.   There are no financial or efficiency implications related to this report.

CONCLUSIONS

13.   From a wide range of evidence the review team identified many strong features in both the leadership of CfE and in the impact of CfE on learners' experiences, attainment and achievement in the BGE. Leadership at all levels was highly effective and was firmly focused on improving experiences and outcomes for learners. Schools had made very good progress in raising attainment and providing pupils with opportunities for personal achievement. All establishments supported their learners well and did so in a way that was consistent with the principles of Getting It Right for Every Child.

14.   The CfE action plan sets out the steps that will be taken to secure further improvements in both the leadership and impact of CfE.   Along with the Education Department Local Improvement Plan and the Advancing Excellence and Equity in Education paper the action plan will ensure that we continue to deliver our vision of "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" over the next five years.

RECOMMENDATIONS

15.   Elected members are asked to:

   a. note and comment on the contents of the CfE report in East Renfrewshire Schools; and,

   b. approve the authority's action plan to address the agreed recommendations for improvement.

Mhairi Shaw
Director of Education
9 June 2016

Convener Contact Details
Councillor E Green, Convener for Education and Equalities   Tel: Home 01505 850455
Councillor P O'Kane, Vice Convener for Education and Equalities   Tel: Home 07718 697115

Local Government Access to Information Act 1985

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

Appendix
Appendix 1: A review of the leadership of Curriculum for Excellence and the impact of Curriculum for Excellence on the experiences, attainment and achievement of learners in the broad general education in East Renfrewshire
Appendix 2: Curriculum for Excellence: Action Plan 2016-2019

Key Words
Curriculum for Excellence (CfE)
Review
Leadership
Curriculum
Learning, teaching and assessment
Personalised support
Attainment and achievement

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A review of the leadership of Curriculum for Excellence and the impact of Curriculum for Excellence on the experiences, attainment and achievement of learners in the broad general education in East Renfrewshire

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1. Introduction

In October and November 2015 a team of quality improvement officers, headteachers and depute headteachers carried out a review of Curriculum for Excellence (CfE) in East Renfrewshire. The membership of the review team is listed as Appendix 1. The purpose of the review was to establish the effectiveness of the leadership of CfE and the impact of CfE on the experiences, attainment and achievement of learners in the broad general education (3-15 years). In setting out its findings in the following pages the review team has not assigned formal evaluations to any of the areas featured in the report. Instead, the review team describes, partly through highlighting practice in individual schools, nurseries and family centres, what the experience is for learners in the broad general education. The report concludes with a set of recommendations that the review team believes to be both reasonable and achievable.

2. Methodology

The review was carried out in four phases.

Phase 1: Online survey questionnaires were issued to all P4 to S3 learners in 10 primary and secondary schools. Approximately 1100 learners completed the questionnaire. Questionnaires were also issued to teachers and child development officers in every early learning and childcare centre and school in East Renfrewshire. Responses were received from 230 staff.

Phase 2: The review team carried out a series of one-day visits to the 10 schools in Phase 1. The review team also visited one family centre. These establishments are listed in Appendix 2. During these one-day visits the review team observed 120 lessons, met with groups of teachers and child development officers, engaged with focus groups of learners and interviewed headteachers.

Phase 3: The review team held a series of curriculum-focused interviews with the headteachers of seven additional establishments. These are listed in Appendix 2.

Phase 4: Finally, the views of a sample of learners and staff from nine establishments were recorded on video. The establishments which contributed to this phase of the review are also included in Appendix 2. The video record of the interviews may be accessed using a series of hyperlinks in Appendix 3.

The review team used Education Scotland's recently-published *How good is our school? (4th edition),* in particular the following six quality indicators, as the framework for the review:

- o   Leadership of change (1.3);
- o   Leadership of learning (1.2);
- o   Curriculum (2.2);
- o   Learning, teaching and assessment (2.3);
- o   Personalised support (2.4); and
- o   Raising attainment and achievement (3.2).

At all times the review team tried to ensure that there was open communication and productive dialogue with the establishments involved.

3. Leadership of CfE

3.1 LEADERSHIP OF CHANGE

The review team focused on leadership for continuous improvement. In particular, it considered the extent to which the Education Department and leaders in schools and family centres were ensuring that the need for change was well understood and that the pace of change was appropriate to achieve positive outcomes for learners.

All headteachers believed that the Education Department had a strong ethos of high expectation

and continuous improvement and that its leadership was both challenging and supportive. Thematic reviews had been influential in identifying future strategic direction for schools and had led to improved practice. In questionnaires and focus groups staff reported that high quality professional learning opportunities, for example the career-long professional learning (CLPL) provided by mathematics and science champions, had contributed significantly to improved understanding and confidence among staff and was having a positive impact on the experiences of and outcomes for learners. Thematic reviews had also encouraged staff within schools and across cluster schools to share good practice in learning, teaching and assessment.

Teachers and headteachers commended the Education Department's early decision to develop a skills framework to support teachers to plan progression in learning for each area of the curriculum. All staff valued the framework. It had helped teachers to "break down" the CfE experiences and outcomes. Having gained experience of using the skills framework since it was first introduced, some teachers believed that it was now time to refresh and update it.

Almost all teachers and headteachers were positive about the Education Department's approach to the moderation of teachers' judgements of assessment and felt that the introduction of moderation facilitators was a successful initiative; this was particularly helpful to schools where teachers did not have ready available stage partners. However, a few believed that rigorous moderation at school and cluster level was already well established and that additional moderation activity organised by the Education Department was not needed in their school.

In questionnaires and focus groups, teachers were very positive about the opportunities they had been given to review and refresh their pedagogy through the introduction of Teacher Learning Communities (TLCs). These communities were highly effective and had continued to develop strongly in some schools. Many staff had embraced the Tapestry initiative in particular and were quick to point to the benefits for learners of teachers applying the theory learned from Tapestry in their classrooms. Other teachers reminded the review team that similar communities of teachers learning together (Teaching Matters, Leaders of Learning etc.) had already been established successfully in their schools before Tapestry became involved with East Renfrewshire.

Staff in secondary schools reported that the quality of subject group meetings of principal teachers and subject leaders had improved over time and that most teachers were appreciative of the opportunities that subject group meetings provided to work together and share good practice with colleagues on planning, learning and teaching, and assessment and moderation in both the broad general education and senior phase.

Almost all schools demonstrated that pupils, parents and staff were involved in the development and review of the vision and values of their school. Staff believed that their senior leaders guided and managed the strategic direction and pace of change in CfE effectively and that those with CfE leadership responsibilities in schools encouraged creative and innovative practices in learning, teaching and assessment. Despite the inevitable pressures on the time available for collegiate learning that existed in all schools, it was clear to the review team that schools were committed to protecting time for professional dialogue and CLPL activities related to CfE.

Principal teachers (curriculum) and principal teachers (development) in secondary schools described a very strong culture of self-evaluation within their establishments. They spoke about the positive impact that pupil focus groups, parental and staff questionnaires and a systematic whole-school approach to self-evaluation have had on the curriculum, learning and teaching and attainment. They were confident that action points were successfully taken forward through departmental and whole-school improvement planning.

The review team found that all school leaders knew their schools well and where they were on their journey with the curriculum. In some schools the headteacher had engaged the whole school community in revising the school's aims to reflect an ethos of high aspirations and achievements. In some staff focus groups, teachers talked about a supportive ethos in their schools where everyone's ideas were important and where they were encouraged to be more flexible, without fear of failure, in their approaches to learning and teaching. Some teachers believed that the most

significant change CfE had brought about had been the increase in pupil voice, where learners now offered opinions more readily and were much more involved in their learning and in setting learning targets.

Headteachers and staff listed learning rounds, peer visits and professional dialogue as important contributing factors to the successful implementation of CfE. In survey questionnaires most staff indicated that their school had effective strategies in place to monitor and evaluate the impact of CfE. Several establishments had recently audited practice in a number of curricular areas, such as health and wellbeing, the S3 experience and interdisciplinary learning and had involved parents and a range of other partners, as well as staff and pupils, in these audits.

3.2 LEADERSHIP OF LEARNING

The review team looked at the leadership of learning and teaching in the broad general education. In doing so, evidence of professional commitment to improving pedagogy was considered and how leadership was improving outcomes for learners by enabling them to lead their own learning.

Almost all staff spoke very positively about the culture of leadership of learning in their schools and clusters. There was strong evidence of staff taking on leadership roles at all levels and enthusiasm to share practice with colleagues and learn from them. Headteachers spoke about high quality, whole-school collegiate activities with a focus on engaging learners. In one secondary school, the headteacher had created temporary principal teacher (development) posts to support and coordinate interdisciplinary learning and develop further the range of partners who supported the development and delivery of the curriculum.

Teachers of early years and primary spoke very positively about science champions and about the impact these teachers have had on their practice. They described CLPL opportunities, organised by science champions at school and local authority level, as having significantly increased their confidence in delivering more engaging science lessons. Staff also appreciated the introduction of PE planners and the related CLPL, highlighting the benefits for learners when non-specialist teachers have increased knowledge, skills and confidence to deliver quality lessons in physical education. Teachers were positive, though not always to the same extent in every establishment, about the impact that mathematics champions and moderation facilitators were making in leading learning. Staff in one primary school spoke about the "team spirit" in their school where every teacher had lead responsibility for a curricular area. To make skills more relevant for their learners some staff, who had previously worked in industry, had been encouraged by their headteacher to bring their knowledge of the world of work into the classroom.

Secondary teachers described a strong culture of leadership of learning at all levels and highlighted the commitment of teachers to CfE. They spoke about the effective structures and systems that had been put in place in their schools to facilitate regular collegiate working within and across departments and faculties. They felt that professional dialogue had supported them to be more reflective practitioners. They readily appreciated the benefits that new pedagogy could bring and sought opportunities to develop further their skills as practitioners and managers. Teachers said that they had become more reflective, regularly evaluating their pedagogy through learning rounds and professional dialogue with colleagues.

The review team noted a very positive attitude to professional learning from staff. In some schools an impressive number of teachers had made a significant commitment to advanced professional learning including Flexible Routes to Headship, HMI associate assessor training, East Renfrewshire's Leadership Development Programme and Masters level learning. Some schools routinely produced a calendar of CLPL activities, linked to the working time agreement and the school improvement plan, to ensure that there was a continuous focus on high quality professional learning for staff. In schools with nursery classes the professional learning needs of nursery staff were not always taken into account in whole-school CLPL activities and events, for example in-service day programmes. Play-based pedagogy and planning with children at Early Level would be beneficial topics for pre-five staff and their P1 colleagues to explore together.

Teachers, especially those from single stream primary schools, identified cluster working as an important factor in improving their pedagogy. Through cluster working, teachers were sharing their knowledge, skills and ideas with their peers. They described staff teams in the cluster as "communities of learners". Many were enthusiastic about the quality of cluster-based CLPL and firmly believed that this was producing real benefits for learners in many areas of the curriculum.

In reviewing opportunities for learners to take responsibility for their own learning, the review team looked at how schools were developing confidence in learners to enable them to make decisions about their own learning, for example through discussions about their learning pathways, and to lead the learning of others.

In questionnaire responses and in focus groups almost all staff agreed that CfE had led to learners taking more responsibility for their own learning and that they had regular opportunities to lead others' learning. However, the review team noted a significant difference in the percentages of primary and secondary teachers who agreed with this, viz. 92% for primary and 70% for secondary. A similar difference was also recorded for teachers agreeing to "CfE is leading to learners becoming more motivated and engaged in their learning", with 92% for primary and 78% for secondary. Almost all teachers were confident that learners were able to give feedback to peers on their learning and suggest ways in which they could improve their learning. While most learners from P4-S3 agreed with their teachers' views on feedback to peers, the review team noted a marked decline in positive responses in the secondary school stages of the broad general education, decreasing from 91% in S1 to 74% in S2 and 71% in S3.

From discussions with staff, including professional dialogue held during learning visits, it was clear to the review team that teachers understood the importance and value of good quality conversations with learners and were trying to develop better partnerships with them. It was equally clear, however, that not all teachers shared the same understanding of children and young people "leading learning". In best practice, teachers encouraged learners to take responsibility for their learning by setting their own targets, self-assessing, supporting classmates and suggesting next steps and learning pathways. Some teachers believed that the application of Assessment is for Learning (AifL) strategies in the classroom had contributed significantly to pupils developing the skills and confidence required to do this.

In their visits to classrooms members of the review team noted frequent opportunities for learners to lead learning but found evidence of this being applied in only half of lessons. In one lesson, the teacher supported learners to initiate questions about their learning and explain their thinking to shoulder partners, the group or the class. In another class, the teacher encouraged learners to write learning statements and engage in dialogue with their peers about challenge and enjoyment and use plenary cubes to indicate their favourite part of the lesson. In another lesson, where the teacher chose a lesson related to anti-racism as a context for pupil-led learning, learners identified opportunities for personalisation and choice. In this lesson the teacher described pupil choice to be "not necessarily about what pupils learn, but more about how they learn". In many other lessons, however, opportunities were missed for learners to lead learning, most often when teachers established success criteria without involving learners. In nursery classes children's ideas and interests were not being used often enough to help shape the learning environment and the experiences on offer.

4. Impact of CfE on the experiences, attainment and achievement of learners

4.1 CURRICULUM

The review team looked at the rationale, development and delivery of the curriculum. It focused on the extent to which the curriculum took account of local and national circumstances, the four contexts for learning (ethos and the life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement) and the contribution of partners. The review team did not place any specific focus on transitions, acknowledging that the Education Department already has a well-established and successful approach to evaluating the effectiveness of transitions.

- *Pre-five*

In early years settings the curriculum reflected the local community of the learners and their families. Partnership working was a strength within and across clusters and neighbourhoods. Curricular planning frameworks provided a useful backdrop to ensure continuity and progression; however, in some cases these were restricting opportunities for responsive planning. The curriculum was most effective in settings where staff had a deep understanding of how young children learn.

The curriculum was based on play in all establishments. Children's experiences were enhanced in settings that featured high quality learning environments, both indoors and out. These provided rich opportunities for child-initiated play that promoted curiosity, enquiry and creativity. In some establishments there was an imbalance between adult and child-led learning experiences, which limited learners' opportunities for personalisation and choice.

Staff across early years settings used East Renfrewshire's skills framework to plan a range of progressive, skills-based experiences for learners. This was most effective when staff took full account of the prior learning and current interests of learners to ensure relevance. There was a clear focus on developing learners' skills in literacy, numeracy, health and wellbeing in a variety of meaningful contexts.

Learners had very good opportunities to develop skills for learning, life and work through relevant, real-life contexts. In one playroom the children had created a photographer's studio, which provided a motivating context for play using digital technologies. Skilful staff used everyday opportunities to extend learners' thinking as they solved problems. They also took account of children's ideas and interests when making decisions about how to use the physical space in the playroom and the resources that would best motivate and engage learners.

- *Primary*

When designing the curriculum most schools took account of particular factors affecting them, including the local environment, and this was reflected in their vision and values. All schools had high aspirations for their pupils and were ambitious to provide them with rich learning opportunities. Commendably, schools had also developed partnerships with the wider school community to enhance learners' experiences.

Almost all schools took account of the four contexts for learning and the CfE design principles. All schools were using East Renfrewshire's skills framework and national guidance to develop curriculum programmes and progression pathways that had a strong emphasis on the application of skills. Teachers planned carefully to ensure coherence and progression across stages. Headteachers believed that teachers had become more skilled at planning for progression. In providing evidence of changes made to the curriculum and the impact that these changes have had on learners, teachers spoke of an increased focus on skills, the importance of challenge and enjoyment, the benefits of interdisciplinary learning and master classes, and the increase in wider opportunities for learning through partnerships with churches and local businesses.

Teachers reported that science and mathematics champions had made significant contributions to the development of learning pathways. The work of the physical education lead officer had also contributed to very good progress in developing progressive skills-based approaches to health and wellbeing. Moderation and school improvement partnership activities at school, cluster and local authority level had led to significant progress and innovation in sharing a deeper understanding of the need for progression pathways through CfE levels. Many teachers welcomed the opportunity to de-clutter the curriculum, stating that interdisciplinary approaches were providing greater flexibility that was more meaningful and relevant for learners.

Headteachers and teachers regularly reviewed curricular programmes. Through self-evaluation and quality assurance all schools monitored and evaluated the impact of changes made over time to the curriculum. The review team noted that all schools used tracking and monitoring procedures

to recognise and celebrate the wider achievements of learners. In most schools these were given further consideration when providing well planned, joined up learning opportunities. Such close monitoring procedures also ensured that teachers maximised success while endeavouring to ensure equity of opportunity for all learners. As a result of participating in high quality moderation of assessment activities, teachers believed that they had become more adept at embedding assessment into the preliminary stages of planning, learning and teaching and in "bundling" the CfE experiences and outcomes across other curriculum areas.

During learning visits the content of most lessons observed was stimulating, challenging and enjoyable for learners. Raising attainment through excellent experiences and meeting the learning needs and aspirations of all learners were key driving factors in schools. These were most successful when teachers worked collegiately to provide a continuum of learning across transitions. This was clearly demonstrated where teachers provided opportunities for learners to apply and develop skills in new and motivating contexts, including outdoor learning. In the best lessons, learning was often linked directly to relevant real-life experiences.

In the majority of observed lessons, teachers made references to skills for life and work and linked the teaching of skills to other areas of the curriculum and beyond. Most learners were clear as to why they were developing particular skills and the majority knew how these skills linked to the world of work. In best practice, although this was not widely observed, learners had the opportunity to lead their learning by identifying what and how they wanted to learn. In such cases learners could link their choices to skills development. Food technology, life skills, creativity, design and manufacture and community involvement provided good examples where clusters, colleges, businesses, school staff and parents worked effectively to deliver skills for learning, life and work.

- *Secondary*

In the secondary sector and in Isobel Mair School, all headteachers demonstrated a clear vision for the curriculum, which took account of learners' entitlements and focused on maximising the successes and achievements of learners and securing positive outcomes. Two schools had prepared a curriculum rationale following a process of engagement with their stakeholders, including learners, parents and staff. Although some schools did not have a written curriculum rationale, staff understood what their school was trying to achieve through the curriculum. Without exception, schools were ambitious for their learners, expecting high levels of attainment and achievement. The review team saw evidence of learners achieving across the four contexts for learning, with several examples of innovative interdisciplinary learning. Schools had introduced useful strategies for tracking learners' achievements and some were able to demonstrate that staff intervened to ensure that no learner missed out on opportunities for personal achievement. In one school, staff targeted the most disengaged learners to undertake achievement awards. They made good use of social justice managers, campus police officers and other partners to support opportunities for personal achievement. The review team did not, however, find much evidence that teachers were formally planning for learning across all four contexts for learning and schools should now begin to build this into their practice.

Staff in secondary schools were very knowledgeable about CfE and ambitious to deliver the best possible experience for learners. They engaged enthusiastically and confidently in discussion about the development of the curriculum. Staff believed that senior managers and the Education Department supported them well in the development of CfE. In particular, they welcomed the work that was done on the skills framework. They also spoke positively about opportunities that were provided during in-service days to work collegiately under the direction of the subject groups to develop the curriculum.

Partnership working was a key strength in secondary schools. There was also considerable evidence of strong cluster working, allowing momentum to be maintained at points of transition. Curriculum maps from 3-15 years were in place for many subject areas. Moreover, all schools had well-established links with external partners whose input enriched the curriculum. For example, one school made good use of parental support in leading days of prayer. Two schools benefited from curricular input on design and construction processes from Morgan Sindall. All schools had

established beneficial links with local partners who made valued contributions to the wider curriculum. The review team did not find evidence that learning for sustainability was embedded across the curriculum in every school and headteachers should now consider taking this forward.

Staff in all secondary schools had developed learning pathways that were designed to raise attainment by meeting the needs and aspirations of all learners. All schools provided personalised learning pathways for less able learners and in some schools an increased focus on outdoor education was evident in these pathways. Many of these learners went on to access East Renfrewshire's extensive vocational programme in the senior phase, with some learners studying HNCs and even HNDs. In Isobel Mair School every learner benefited from a personalised curriculum which had been negotiated with parents. In most schools, courses from S1 to S3 were planned with detailed reference to the CfE experiences and outcomes, including at the Fourth Level. Most teachers took responsibility for developing literacy, numeracy and health and wellbeing across the curriculum and the review team noted many examples of learners demonstrating these skills in lessons.

All schools had retained eight curricular areas in S3 and in most cases the S3 curriculum continued to focus on the design principles of the broad general education. To meet the needs of all learners, schools had introduced a wider range of courses including personal development courses, laboratory skills courses, environmental science, Scottish studies and languages for life and work. Opportunities for specialisation existed at all stages of the broad general education. Interesting examples of specialisation included a 'Scientists at Work' option and a social subjects carousel activity. The review team found many examples of rich and rewarding educational experiences for learners, including examples of high quality interdisciplinary learning, in each of the schools visited. In some schools, however, these experiences featured more prominently in the first two years of the broad general education and were less evident in S3. Not all secondary schools felt completely confident that the S3 experience was truly reflective of the philosophy of the broad general education, suggesting that in a majority of classrooms it was in fact more closely aligned with the new National Qualifications of the senior phase.

The review team noted that skills for learning, life and work featured on the improvement plans of most secondary schools and were also reflected in departmental improvement plans in some schools. The review team observed a number of lessons, including lessons that encouraged enterprise and creativity, which developed learners' skills for learning, life and work. Skills for enterprise and creativity also underpinned many interdisciplinary learning tasks and projects. All schools had made good progress in establishing partnerships with local employers (such as George Leslie, BAM, Wholefoods, Morgan Sindall, Asda and Morrison's) to allow learners to develop an awareness and experience of the world of work. A number of interesting projects, which involved partners working with groups of learners in school as well as on site, had been introduced and schools were benefiting from increased opportunities for work-based learning.

4.2 LEARNING, TEACHING AND ASSESSMENT

In carrying out the series of 120 learning visits, the review team focused on the quality of learning experiences for children and young people, in particular the extent to which learning was motivating and meaningful and how CfE design principles (challenge and enjoyment, personalisation and choice, depth and relevance) were being applied in playrooms and classrooms. The review team also looked at the use of assessment by staff and learners.

In almost all observed lessons, learners were eager and motivated, engaging and interacting well with others. In most lessons teachers shared the purpose of the lesson with learners and related it to prior and/or future learning. Many used short period starters, particularly in mathematics lessons, to consolidate previous work or to focus on important aspects of learning. Most used well-timed interventions (e.g. questioning, explanations, feedback, assigning tasks) to deepen learning. In most lessons, teachers matched tasks and activities to the needs and interests of learners and provided opportunities for their pupils to think and work independently and cooperatively.

In a majority of observed lessons, learners had opportunities to lead the learning and were able to exercise choice and express their views. However, in only a few lessons did the review team observe learners ask searching questions or provide extended responses to the promptings of their teachers. Instead, learners tended to favour short answers to teachers' questions with the result that opportunities for rich discussion were missed. In a majority of lessons teachers used their own and/or learners' real-life experiences to make learning more relevant.

In questionnaires most learners responded that they enjoyed learning at school. However, when the review team compared the percentage of learners who responded positively (*strongly agree* or *agree*) to this question with national benchmarking data used by Education Scotland in its programme of school inspections, it noted a deficit of 6% for both primary and secondary. The review team also found a significant fall in the percentage of positive responses to the same question in the first three stages of secondary school (92% for S1, 80% for S2 and 70% for S3).

In focus groups learners talked confidently about their learning and described positive relationships between learners and staff in their schools. They readily identified opportunities to collaborate with their peers, develop practical skills, experiment and investigate, be "hands on" and use a range of equipment and resources. Learners also spoke positively about conversations with teachers that helped them to agree and progress the next steps in their learning. They understood the purpose of their learning and were able to relate it to real-life contexts, articulating connections between skills learned in different curricular areas and their application beyond school.

In the best learning experiences in nurseries, teachers took account of learners' interests and planned accordingly. However, although staff were aware that this approach benefited learner engagement, this was not yet happening consistently. Nonetheless, there had been a complete move away from allocated set topics to particular stages.

Learners said that they were motivated to learn when lessons were "fun", for example in relay maths lessons and in carousel activities. They were also positive about well-planned cross-curricular (interdisciplinary) learning where they had opportunities to develop their ideas and follow their own interests. Most primary pupils spoke enthusiastically about their learning experiences in science and identified links to skills in technologies and numeracy and mathematics. In many of the most successful lessons, teachers organised engaging activities for learners at an appropriate level of challenge. They taught small groups using a range of resources, including the interactive whiteboard, to encourage learners to share their thinking before going on to work independently. In these lessons, learners worked confidently at a brisk pace, knew what to do and how to get help if they needed it and were aware of the skills they were developing. The teacher made connections between prior learning and the tasks and activities learners were undertaking, ensuring progression and relevance and how the learning related to other areas of the curriculum.

Almost all staff and pupils believed that digital technologies were having a positive impact on learning and teaching and the review team found evidence of this in a majority of lessons. Digital technology was used effectively in nursery classes to enhance children's learning and the review team saw learners using the interactive whiteboard, usually with adult direction, in a variety of ways. Staff also used Talking Tins to capture children's ideas and light boxes to enhance the learning environment. Some teachers had fully integrated Promethean boards, visualisers, iPads, kindles, digital cameras and class blogs into their daily classroom practice. In one class, learners used iPads to take pictures/video recordings of their classmates during the lesson and then Prezi presentation software to describe what they had investigated and present their findings.

The preliminary stages of writing lessons in primary schools were sometimes too adult-led with an emphasis on the end product. As a result, learners had fewer opportunities to explore their own ideas and were disengaged for periods of time listening to the teacher talk at length before having the opportunity to start writing.

All schools had invested in staff training in formative assessment and there was clear evidence in most classrooms that the AifL philosophy was firmly embedded in teachers' pedagogy. To maintain momentum with AifL, several schools regularly allocated time in their collegiate calendars or school

CLPL programmes to revisit and consolidate formative assessment techniques. In one school staff discussed the effective use of the assessment toolkit once per term. Almost all teachers believed that their school had robust arrangements in place for moderation of teachers' assessment across stages and across the curriculum. Many learners could describe AifL strategies that were regularly applied in their classrooms including traffic-lighting, feedback comments based on success criteria, two stars and a wish, opportunities for peer and self-assessment, use of iPads etc. In best practice, teacher interventions were used to encourage learners' self-evaluation and to allow them to formulate next steps.

4.3 PERSONALISED SUPPORT

The review team looked at how schools provided support, both universal and targeted, and how this support impacted on all learners. It focused on how schools included children, parents and partners in making decisions about meeting learners' needs and to what extent interventions were leading to positive outcomes for all, particularly the most disadvantaged learners.

The ethos in all of the schools visited reflected strongly the principles of Getting It Right For Every Child (GIRFEC) with which all staff and pupils interviewed were familiar. In pre-five, primary and secondary, staff knew their children and young people well, had high expectations of them, were responsive to their needs and provided a caring and nurturing environment for learning. All staff understood their responsibility to promote and support the wellbeing of learners.

All learners interviewed indicated that there were adults they could approach when they needed support. They were very clear about how to access adults whether they were senior managers, classroom teachers or support staff. Pupils in primary schools spoke positively about worry boxes and other methods of raising a concern.

In questionnaires, almost all staff agreed that they used reliable and valid assessment information to identify learners' needs at an early stage. Most indicated that all learners who require high quality targeted support receive it. In focus groups staff said that they valued the Education Department's support in providing vehicles for sharing good practice. In particular, they spoke very positively about the additional support needs coordinators' forum, dyslexia advisers forum and depute headteachers (support) meetings, describing them as very valuable to their professional learning.

All staff believed that they contributed to an ethos of inclusion. In focus groups staff could articulate the thinking behind planning classroom activities, in particular the active learning approach and could identify how this was impacting on the motivation and engagement of learners. Both staff and learners referred to the benefits of outdoor learning and pupils stated that this had a very positive impact on their learning experiences. Teachers, support staff and partners used staged intervention effectively to plan support for learners. They sought and recorded the views of parents, carers and learners. They involved all stakeholders in making decisions to ensure that learners benefited from the right support at the right time. Where needs were identified for groups of learners, they utilised programmes such as Seasons for Growth, Living Life to the Full and Give Us a Break, which in some cases teaching staff and educational psychologists delivered jointly. In one secondary school the social justice manager and the campus police officer had developed and delivered a programme to improve learners' self esteem and social skills.

In planning to meet the needs of all learners, staff and partners used a range of approaches in learning, teaching and assessment. All were aware of learners' entitlement to engage in discussions about their learning, progress and achievement and most ensured that learners had the opportunity to discuss these as part of personal learning planning. In focus groups the majority of staff spoke knowledgeably about the four contexts for learning and described how they were building this in to their planning. In best practice, staff gave learners the opportunity to influence decisions about what and how they learned. Learners recognised AifL strategies as supporting their learning and spoke very positively about working in teams and groups, using shoulder partners and show me boards. Commendably, they could articulate the impact of these strategies on their learning, especially in problem solving, and on their wellbeing.

Most learners from P4 to S3 were using e-portfolios, with some nursery classes and classes in early primary adopting the class blog approach to reflect on their learning and progress. In best practice, most notably in primary schools, staff routinely encouraged learners to share their e-portfolios with their parents. Many learners identified convenient access to ICT as an issue, with the majority indicating that they would like more ICT time in school to work on their e-portfolios.

In focus groups in primary and secondary schools, learners spoke confidently about the role of pupil support assistants and demonstrated a sensitive understanding of why some children and young people required additional support. They also understood that support within the classroom setting potentially benefited everyone. In questionnaire responses, 92% of learners agreed that they receive help from staff when they need it. Most were clear about their progress and at which level they were working, though some required prompting with the language of learning in order to respond. Most learners confirmed that the work they were doing in school was at the correct level for them. However, only 71% of secondary pupils, with a decreasing trend from S1 to S3, reported that staff spoke to them regularly about how to improve their learning.

There was a strong ethos of partnership working in all schools visited and this was helping to minimise the impact of potential barriers to learning. Staff in schools and nurseries worked together to target disadvantaged children, young people and families who were identified as being at risk, whether due to family or home life, disability or poverty. They shared information sensitively at transition stages in order to plan provision for those identified as requiring additional support. Such supports included increased staffing, the provision of specialist resources and, where appropriate, financial help. In primary and secondary schools pupil participation in educational excursions was very high, due in part to the proactive approach of senior managers, pupil support staff and class teachers whose understanding of, and belief in, equity and widening opportunities were consistently high. The Education Department's initiatives on collaborative practitioner enquiry and school improvement partnerships were helping headteachers and teachers to focus more effectively on vulnerable groups of learners and how to improve outcomes for them. Headteachers and their staffs welcomed the initiatives, but also recognised that a sustained effort over time was required to raise attainment for disadvantaged groups of learners.

4.4 RAISING ATTAINMENT AND ACHIEVEMENT

The review team looked at how schools were succeeding in achieving the best possible outcomes for learners, including the most disadvantaged children and young people. In doing so, it reviewed attainment across the curriculum over time and schools' ability to demonstrate learners' achievements.

Developmental milestones screening, baseline assessment, standardised tests and CfE teacher judgements provided assessment information for schools to identify strengths and areas for improvement for individual learners, schools and clusters. To raise attainment, all schools used a range of strategies, including target setting and tracking meetings, targeted support for identified learners, analysis and interrogation of attainment data and professional dialogue.

In session 2013/14, the first year in which schools recorded the percentage of learners achieving all of the expected developmental milestones at the beginning of P1, 53% of children achieved their expected developmental milestones and this increased to 69% the following year.

From 2005/6, when the P1 baseline assessment was introduced in its current format, to 2014/15, the average raw score in numeracy increased from 48% to 54% and in literacy from 53% to 61%. Baseline assessment follow-through visits had taken place. The impact of these visits has been monitored through subsequent standardised test results and teachers' judgements.

School improvement plans showed that attainment levels in literacy and numeracy, with a specific focus on the lowest 20%, were at the heart of schools' priorities for improvement. As part of its assessment framework for CfE, the Education Department had established systems to monitor and track learners' progress in reading, writing and mathematics through the CfE levels. Results in

2010/11 represented a new baseline with the expectation that, as staff became more familiar with teaching and assessing for CfE, performance would increase over the next few years.

The table below summarises the percentages of learners achieving the minimum competence or better by the end of P1, P4, and P7 in reading, writing and mathematics. These percentages are based on a combination of professional judgements, ongoing assessments and standardised test information.

Minimum competence	2010/11	2011/12	2012/13	2013/14	2014/15	3-yr avge. (2013-15)	Target (2013-15)
Reading	79.3	84.5	87.3	85.8	87.4	87.1	87.0
Writing	72.3	79.6	82.1	82.6	83.7	83.0	84.0
Mathematics	78.0	84.9	87.1	86.3	87.5	87.2	87.0

From 2010/11 to 2014/15, performance in reading increased by 8.1%, in writing by 11.4% and in mathematics by 9.5%. As a result, the Education Department achieved its 3-year (2013-15) average targets in reading and mathematics and was 1% below the equivalent target for writing.

Learners in S1 were also assessed from 2010/11 and over subsequent years S2 and S3 learners were similarly assessed. The table below summarises the percentage of learners achieving Third Level by the end of S1, S2 and S3 in reading, writing and mathematics from 2010/11 to 2014/15.

Third Level	Reading			Writing			Mathematics		
	S1	S2	S3	S1	S2	S3	S1	S2	S3
2010/11	8			7			17		
2011/12	16	69		14	67		25	73	
2012/13	26	68		22	61		43	80	
2013/14	20	63		14	56		29	82	
2014/15	22	66	90	15	61	88	22	88	93

The percentage of S1 learners achieving Third Level in reading increased from 8% in 2010/11 to 22% in 2014/15; writing also saw an increase, from 7% to 15%. In mathematics there was a 5% gain, from 17% to 22%, during the same period.

The percentage of learners in S2 achieving the Third Level in reading decreased from 69% in 2011/12 to 66% in 2014/15 and from 67% to 61% in writing; however mathematics saw a 15% increase, from 73% to 88%, during the same period.

Teachers' judgements at Third Level for S3 learners were collected for the first time in 2014/15, setting a baseline for this cohort.

In 2014/15 the Education Department also collected the percentage of S3 learners achieving Fourth Level in reading, writing and mathematics. These percentages, which were based on teachers' judgements, are summarised in the table below.

Fourth Level	Reading	Writing	Mathematics
S3	45	43	73

The next table summarises the percentage of S4 learners in 2014/15 who were presented and achieved National 5 (A-C) awards in English and mathematics.

National 5 (A-C) awards	English	Mathematics
Presentation as a percentage of the S4 roll	80	73
A-C awards as a percentage of the S4 roll	78	61

Assuming that the number of learners achieving Fourth Level in English and mathematics by the end of S3 should correlate positively with the number of learners who achieve an A-C National 5 award in S4, the data contained in these two tables, albeit for two different pupil cohorts, suggest that more moderation work on teachers' judgements at Fourth Level is needed.

In both primary and secondary sectors, there was also variation in teachers' judgements in reading, writing and mathematics in schools with similar socio-economic characteristics; in some cases the difference was significant.

From 2010/11 to 2014/15 primary attainment in reading, writing and mathematics increased for learners from an ethnic minority background. In 2014/15, 85% of learners achieved the expected levels in reading, 83% in writing and 86% in mathematics.

From 2010/11 to 2014/15 primary attainment in reading, writing and mathematics also increased for learners from the lowest performing 20% group. However, in 2014/15 there was still a significant gap relative to the overall performance with 59% of learners achieving the expected levels in reading, 53% in writing and 54% in mathematics.

From 2010/11 to 2014/15 primary attainment in reading, writing and mathematics increased for learners who reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1-3. In 2014/15, 70% of learners achieved the expected levels in reading, 64% in writing and 72% in mathematics.

Headteachers and teachers in all primary and secondary schools believed that they had effective pupil council structures in place, which played an active and important part in improving their schools. Schools provided learners with opportunities to participate in decisions, with their views, opinions and ideas used to influence improvements in their learning experiences. In questionnaire responses, the percentage of pre-five, primary and secondary staff agreeing that their school empowered learners to have a say in the quality of their learning experiences and how to improve their learning was 100% in pre-five, 95% in primary and 92% in secondary. However, this was not entirely reflected in the questionnaire responses from learners themselves, where only 75% agreed that they had a say in making the way they learned in school better. The review team also noted a particularly sharp decrease in these statistics over time in the secondary sector, reducing from 89% in S1 to 64% in S2 and 56% in S3.

In questionnaire responses 80% of learners in P4-S3, reaching an impressive high point of 93% in S1, stated that they took part in out-of-class activities and school clubs. Learners in S1 spoke enthusiastically about the opportunities that they had to take part in extra-curricular activities, identifying a range of clubs provided by the school and describing the variety as "something for everyone". They felt that the school was also good at promoting opportunities for participation and achievement in the local area. Schools in one cluster offered a residential experience to all P7 pupils, where fundraising paid for learners who had an entitlement to free school meals. In one primary school, learners spoke very positively about the extra-curricular opportunities organised and promoted by the school; most children were involved in clubs or had undertaken either class or whole-school responsibilities.

In one secondary school, the school's pupil support officer worked on closing the "achievement gap" by targeting non-participants. A "settling in" group for S1 learners organised by the social justice manager also encouraged these young people to engage in the wider life of the school. Fundraising in one secondary school supported the girls' group, boys' group, angling group and

sailing group with faculties offering a great many achievement opportunities through excursions to enhance learning. In another, an educational trip, for which there was excellent uptake, was arranged for all learners in S1; charities were used to subsidise those requiring financial support. While some schools had clearly taken significant and successful steps to target the participation of disadvantaged learners in educational excursions and extra-curricular clubs and activities, there was variable practice across schools in closing the "achievement gap".

In 2011/12, two school clusters had developed and progressed a successful pilot of an e-portfolio and this led to a profile being taken forward across all schools in the local authority. Two schools produced excellent exemplars of sector leading practice on profiling for the National Assessment Resource; one secondary school had its work quality marked as an outstanding example of S3 profiling.

In accordance with key messages in Building the Curriculum 5, all P7 learners used their e-portfolios to complete a profile that recognised their attainment and achievement at the end of their primary education. These profiles, which helped learners to understand their strengths and areas for improvement in their learning and skills development, also provided robust information to support their transition to secondary school.

All S3 learners used their e-portfolios to develop a profile to mark the completion of the broad general education. The profile provided information about attainment and achievement to assist with transition to the senior phase. All S3 learners received a certificate that recognised their achievements, as well as detailing attributes related to the four capacities of CfE. One secondary school indicated that it planned to extend profiling to S1 and S2 learners. One secondary school, currently recording learners' achievements through e-portfolios leading to a profile, indicated that it was now working on a system to capture achievements discussed at "PRD-type" meetings with learners.

In questionnaires, the percentage of staff agreeing that they had successful arrangements in place to recognise and track the personal achievements of their pupils was 100% in pre-five, 98% in primary and 96% in secondary; the corresponding response in pupil questionnaires was 89%.

In three primary schools, learners readily acknowledged the different ways in which the school and staff celebrated their achievements. These included class discussions, recognition at assemblies, teachers reporting on achievements in formal reports, social media, announcements on the school website and personal certificates. Learners added that their achievements occasionally appeared in the local press. In the secondary school learners spoke positively about the range of ways in which their achievements, within and outwith the class, were recognised and celebrated. They identified assemblies, reading awards and certificates, and curricular "school colours" as being particularly effective. In one secondary school, learners' achievements were also celebrated at special formal events held at the end of S1, S2 and S3.

Schools tracked learners' achievements in a variety of ways, including the use of the Education Department's tracking database. The database also facilitated the recording of membership of school clubs and participation in activities that took place out of school. One school was piloting a new online tracking database, which parents and carers could also populate, to record the achievements of learners. Another used a spreadsheet, to which staff, learners and parents could contribute, that recorded the achievements of learners under the four contexts for learning. One secondary school used its achievement spreadsheet as a discussion tool during pupil support interviews and at tracking meetings. Two secondary schools took registers of attendance at clubs and made efforts to introduce new clubs where demand existed. One secondary school did not formally collate learners' personal achievements. In one cluster, achievements at primary were not shared with secondary colleagues.

5. Summary and recommendations

From the evidence of questionnaires, focus groups of staff and pupils, discussions with headteachers, learning visits and video interviews the review team identified many strong features

in both the leadership of CfE and in the impact of CfE on learners' experiences, attainment and achievement in the broad general education. Leadership at all levels was highly effective and was firmly focused on improving experiences and outcomes for learners. Teachers, who were clearly committed to making CfE a success, had embraced new pedagogy and were ambitious to improve their skills. Schools were developing new curriculum rationales and translating these into curriculum maps and learning pathways for their pupils. Teachers were engaging learners in a more meaningful way and sharing with pupils a common language of learning. Many schools were very successful in providing their pupils with out-of-class activities and opportunities for personal achievement and some had developed very effective systems to record and track these. All schools supported their pupils very well and did so in a way that was consistent with the principles of Getting It Right For Every Child.

Notwithstanding this very positive picture, the review team believed that the leadership of CfE and the impact of CfE on the experiences, attainment and achievement of learners in the broad general education had capacity to improve and agreed to make the following recommendations:

1. School leaders should ensure that all staff working at Early Level have access to high quality CLPL that leads staff to a shared understanding of child development and play-based pedagogy.

2. Schools should develop further opportunities for learners to lead their own learning, express their views and follow their interests while capitalising on real-life experiences.

3. The Education Department should consider undertaking a focused review of the experience of S3 learners to ensure that it is fully consistent with the philosophy and expectations of the broad general education of CfE.

4. The Education Department should revisit and update the curricular guidance it provides to schools.

5. Secondary schools should ensure that the design principles of the broad general education and high quality interdisciplinary learning feature significantly across each of the final three years of the broad general education.

6. Schools should develop a clear rationale for the curriculum based on shared values and learners' entitlements. In designing the curriculum, schools should build on their use of digital technologies, including Glow, and include regular and progressive curriculum-led outdoor learning experiences for learners.

7. Schools and clusters should keep their approaches to curriculum mapping across transitions under review to ensure that there is progression in all curricular areas.

8. Supported by the Education Department, schools and clusters should continue with moderation activity to ensure the consistent application of teachers' judgements.

9. The entitlement of learners to learning for sustainability requires further consideration and development by schools and the Education Department.

10. Schools should take additional measures to provide learners with regular opportunities to develop and apply skills for work in meaningful and motivating contexts.

11. The Education Department should continue with its strategy to raise attainment for disadvantaged groups of learners.

12. Schools should ensure that systems to track achievement incorporate all four contexts for learning. In doing so, schools should aim to improve the engagement of disadvantaged learners in the opportunities for personal achievement that they and their partners provide.

Membership of the CfE review team   Appendix 1

John Fitzpatrick	Former Head of Education Services	
Alison McGillivray	Quality Improvement Officer	Education Department
Anne McLean	Quality Improvement Officer	Education Department
Clare Creighton	Quality Improvement Officer	Education Department
Maureen Sneddon	Quality Improvement Officer	Education Department
Gerard McLaughlin	Quality Improvement Officer	Education Department
Rosamund Rodriguez	Headteacher	Arthurlie Family Centre
Sharon McKenna	Headteacher	Cart Mill Family Centre
Charlie Jamieson	Headteacher	Our Lady of the Missions PS
Patricia Scott	Headteacher	St Luke's HS
Willie Inglis	Headteacher	Williamwood HS
Alasdair MacDonald	Depute Headteacher	Carolside PS
Tony Creighton	Depute Headteacher	St Ninian's HS

- Schools and centres involved in the programme of one-day visits   Appendix 2

Hazeldene Family Centre
Braidbar PS
Calderwood Lodge PS
Cross Arthurlie PS
Mearns PS
Springhill and Auchenback PS
St John's PS
St Thomas' PS
Uplawmoor PS
St Luke's HS
Williamwood HS

- Additional establishments involved in a curriculum-focused interview with the headteacher.

Glenwood Family Centre
Madras Family Centre
Busby PS
Crookfur PS
Isobel Mair School
Barrhead HS
Woodfarm HS

- Establishments involved in video recording sessions featuring the views of learners and staff.

Madras Family Centre
Crookfur PS
Kirkhill PS
Neilston PS
St Cadoc's PS
St Joseph's PS
Isobel Mair School
Mearns Castle HS
St Ninian's HS

The views of learners and staff recorded on video
Appendix 3

Participants	Question	Hyperlink
Teachers/CDOs	What impact is CfE making on learners in your school?	https://youtu.be/JNJC02FgqqQ
Teachers/CDOs	Describe new teaching strategies you have used to deliver CfE in the classroom.	https://youtu.be/J06YhbcWr6Y
Teachers/CDOs	What additional support do staff need to ensure the successful delivery of CfE?	https://youtu.be/3h4w-3wISu
Pre-five/primary learners	Give examples of lessons you really enjoyed and which motivated you to learn.	https://youtu.be/0gPwknUUk8g
Secondary learners	Give examples of lessons you really enjoyed and which motivated you to learn.	https://youtu.be/tqvCk4adJvo
Pre-five/primary learners	What would make your learning in school more exciting?	https://www.youtube.com/watch?v=P_otOyBcDuA
Secondary learners	Give examples of when you have had an opportunity to make choices in your learning.	https://youtu.be/hCSRUCTFJtw

East Renfrewshire Council: Education Department

Curriculum for Excellence: Action Plan 2016 – 2019

Area for Improvement 1	Leadership of Learning (HGIOS QI 1.2)				
	Recommendation 1: School leaders should ensure that all staff working at Early Level have access to high quality CLPL that leads staff to a shared understanding of child development and play-based pedagogy. **Recommendation 2:** Schools should develop further opportunities for learners to lead their own learning, express their views and follow their interests while capitalising on real-life experiences.				
Impact & Outcomes	**Action**	**Timescale**	**Resources and Personnel**		**Monitoring & Evaluation**
• Staff demonstrate increased understanding and knowledge of early learning and childcare, curriculum design and pedagogy. • Increase in the number of staff attending Career Long Professional Learning opportunities to promote progression and continuity in children's learning. • Increase in the number of staff with or working towards a degree level qualification. • Increase in the number of teaching staff with a specialism in early years.	• Revise the format and content of Forums to maximise opportunities for leadership of the curriculum and ensure a focus on current research and sharing of good practice. • Audit existing professional learning programmes and revise to ensure that the workforce has the specific skills, attributes, dispositions and knowledge necessary to support children's learning and development. • Provide a programme of professional learning for staff working in early years on child development, play based pedagogy and learners' experiences. • Develop and launch East Renfrewshire Council guidance on 0-3 pedagogy and plan a series of seminars and events to support understanding of continuity and progression from 0 – 6 years. • Encourage staff to engage in Masters level learning and develop expertise in early years pedagogy.	2016-17 2016-17 2016-17 2016-17 2017-18 2016-2019	• QIO • Family Centre Development Manager • 0-6 pedagogy working group • Building the Curriculum 2 • Strathclyde University		• Attendance at forums • Contributions to forums • Professional learning programme • Staff evaluations • Working group minutes • Completed guidance • Seminar programme • Good practice evidenced through reviews and inspections

• Staff confidently engage children in planning and leading their own learning. • Children experience greater relevance, personalisation and choice within their learning. • More learners leading their own learning. • Children experience continuity and progression in learning and teaching approaches as they move from a nursery setting into primary school.	• Design and deliver professional learning opportunities focused on listening to children and hearing their voice. • Support and challenge schools to develop approaches to responsive, child-centred planning by building on successful models in early learning and childcare settings.	2016-17 2016-2019	• School Staff • QI Team	• CLPL programme – content and attendance • Evidence from inspection and review activity

Area for Improvement 2	Leadership of Change (HGIOS QI 1.3)
	Recommendation 3: The Education Department should consider undertaking a focused review of the experience of S3 learners to ensure that it is fully consistent with the philosophy and expectations of the broad general education of CfE. **Recommendation 4:** The Education Department should revisit and update the curricular guidance it provides to schools. **Recommendation 9:** The entitlement of learners to learning for sustainability requires further consideration and development by schools and the Education Department

Impact & Outcomes	Action	Timescale	Resources and Personnel	Monitoring & Evaluation
- S3 experience is consistent with the expectations and entitlements as indicated in national guidance on the broad general education. - Sharing of strategies, evidence and research which improve outcomes for learners. - Staff capacity and capability is developed. - Secondary schools further develop flexible progression pathways from the BGE to the senior phase. - Improved attainment in the BGE and senior phase.	- Establish secondary School Improvement Partnerships (SIPs). - Continue to support secondary schools to improve progression in learning through: - Developing further the curriculum to ensure entitlement to the broad general education with appropriate progression into the senior phase; - Supporting PT subject groups to share practice and resources and ensure the delivery of the entitlements of a BGE and senior phase; - Undertake a validated self-evaluation of the experience of S3 learners; identify and share best practice.	2015-16 Ongoing throughout 2016-17 May 2017	- QI Team - School staff	- School S&Q Reports - Subject group minutes - Findings from review of S3 experience
- Schools continue to provide a curriculum that enables all learners to be successful, confident, responsible and effective. - Schools further develop the curriculum to improve planning for progression, coherence and transitions.	- Revisit and update ERC skills framework taking account of DYW Implementation Plan, progression frameworks, advice on assessment and National Qualifications. - Ongoing professional learning for staff which meets the emerging developments in the curriculum. - Revisit Curriculum Design Paper.	2016-17 Ongoing throughout 2016-17 2017-18	Education Scotland advice on assessment with BGE and Senior Phase (to be published in 2016-17)	- Updated Skills framework - Staff evaluations - Updated Curriculum Design Paper

17/05/2016

• Learning for Sustainability (LfS) is embedded across the curriculum.
• Increase in the percentage of Primary and Secondary Schools with Level 1 Rights Respecting Status.
• Increase in the number of schools maintaining Eco-schools Green Flag status.
	• Continue to support schools to develop LfS through:
	  o Establishing an authority (LfS) steering group;
	  o Auditing current LfS practice and delivering a programme of professional learning for staff;
	  o Developing Glow based LfS resource including current Rights Respecting School resources;
	  o The development of an authority LfS strategy;
	  o Developing and carrying out a thematic review of LfS.
		2016-17
		
		2016-2019
		
		2016-17
		
		2017-18
		
		2018-19
			• QIO
			• WOSDEC
			• School Staff
			• UNICEF
			
			• Education Scotland research on Participation (to be published)
				• Evaluation data
				• Review reports
				• Staff evaluations
				• Steering group minutes
				• UNICEF data
				• Glow usage data

Area for Improvement 3	Curriculum (HGIOS QI 2.2)
	Recommendation 5: Secondary schools should ensure that the design principles of the broad general education and high quality interdisciplinary learning feature significantly across each of the final three years of the broad general education. **Recommendation 6:** Schools should develop a clear rationale for the curriculum based on shared values and learners' entitlements. In designing the curriculum, schools should build on their use of digital technologies, including Glow, and include regular and progressive curriculum-led outdoor learning experiences for learners. **Recommendation 7:** Schools and clusters should keep their approaches to curriculum mapping across transitions under review to ensure that there is progression in all curricular areas. **Recommendation 10:** Schools should take additional measures to provide learners with regular opportunities to develop and apply skills for work in meaningful and motivating contexts

Impact & Outcomes	Action	Timescale	Resources and Personnel	Monitoring & Evaluation
• Schools continue to review and develop the broad general education, planning high quality interdisciplinary learning opportunities in S1, S2 and S3.	• Deliver professional learning for staff on interdisciplinary learning.	2016-17	• QIO	• Staff evaluations • School S&Q Reports
• Increased use of digital technologies, including the use of Glow, to create, sustain and enhance motivating and effective learning environments. • Effective use of digital technologies, including Glow, enhances communication and collaboration and provides appropriate support and challenge for learners. • The creative, personal and social needs of children and young people are met through their use of digital technologies and their development of digital literacy and digital skills for learning, life and work including those skills critical for online safety. • The provision and use of wireless connectivity enables staff and pupils	• Support schools, through professional learning, in the development of digital skills and effective use of digital technologies, including Glow, to enhance teaching and enrich learning. • Implement the Council's Modern Ambitious Programme for digital learning.	2016-2019	• QIO • ICT Coordinators	• Staff evaluations • School S&Q Reports

to bring their own devices (BYOD); modernises ways of working; enhances teaching, learning and pupils' experiences; enhances communication and collaboration within East Renfrewshire's educational establishments, and provides the opportunity to further exploit digital experiences in children and young people's learning.				
• Staff are more confident and provide children with increased opportunities for learning outdoors. • Outdoor learning is a regular, progressive curriculum-led experience for all learners. • A database of suitable outdoor community spaces created. • Staff can easily access a range of resources related to outdoor learning.	• Deliver a professional learning programme for Early Learning, Primary and Secondary sectors. • Establish an outdoor learning practitioner forum.	2016-17 2016-18 2016-17 2016-17	• SAPOE Trained leaders • School staff • QIO and Outdoor access officer	• School S&Q Reports • Staff evaluations • Contributions to forums • Audit and risk assessments • Active GLOW page and schools Tweet/blog about outdoor learning.
• Children experience continuity and progression in the curriculum at points of transition.	• School leaders to provide clear direction through a manageable and ambitious long-term plan for the on-going development of the curriculum. • Staff review curriculum maps to ensure that progression in learning for the four contexts and they show how knowledge, understanding and skills are built over time.	2016-18	• Link QIOs and SLTs • Cluster working groups. • HGIOS 4	• Refreshed curriculum maps for flexible learning pathways • QA including pupil dialogue, teacher dialogues and learning Visits
• Schools continue to ensure skills for life, learning and work are at the forefront of planning and delivery of the BGE, NQs and vocational education. •	• In partnership with colleges and other training providers, schools will deliver a broader range of qualifications in the senior phase including NCs, HNCs and Foundation Apprenticeships.	2016-2019	• QIO and DYW Coordinator • Colleges • SDS • WorkEastRen • LEP	• Data from ERC Vocational Programme • School S&Q Reports • Leaver

• Secondary schools use labour market intelligence and Regional Skills Assessment data to support senior phase curriculum design including developing appropriate work placements and other opportunities for work-based learning. • Schools have well established active partnerships with employers.	• Schools are supported to establish and sustain more partnerships with employers to inform curriculum design and delivery and provide relevant work placement opportunities. • Working with partners schools ensure that young people and their parents are better informed regarding career management information and routes into employment. • Schools audit, plan and develop employability and skills for work based on the Career Education Standard (3-18).	2016-2019	• DYW West Region • ERC DYW Implementation Plan: 2015-2020. • Career Education Standard (3-18) • Work Placement Standard • Guidance on School/Employer Partnerships	Destination data

Area for Improvement 4	Raising Attainment and Achievement (HGIOS QI 3.2)
	Recommendation 8: Supported by the Education Department, schools and clusters should continue with moderation activity to ensure the consistent application of teachers' judgements. **Recommendation 11:** The Education Department should continue with its strategy to raise attainment for disadvantaged groups of learners. **Recommendation 12:** Schools should ensure that systems to track achievement incorporate all four contexts for learning. In doing so, schools should aim to improve the engagement of disadvantaged learners in the opportunities for personal achievement that they and their partners provide.

Impact & Outcomes	Action	Timescale	Resources and Personnel	Monitoring & Evaluation
• Improved attainment in the senior phase. • Improved reading, writing and mathematics throughout the years of the BGE. • An improvement in the attainment of disadvantaged children and young people. • 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. • Increase of senior phase pupils attaining work-related qualifications. • Schools have a clear and shared strategy for raising attainment for all. • Schools have in place effective approaches to record, monitor and track learners' progress and achievement across the four contexts of learning to provide robust evidence of standards over time. • Schools approaches to monitoring and tracking progress and achievements including dialogue	• Continue to support schools to raise attainment and use data to support improvement through: ○ The development of approaches to record, monitor and track learners' progress and achievement areas across the four contexts of learning; ○ Analysis of attainment and performance data, improved professional judgements, the target setting process and improved learning and teaching; ○ Implementing the Numeracy and Mathematics and Literacy and English action plans; ○ Devising and Implementing a Literacy Strategy; ○ Monitoring and reporting progress towards agreed 3-year average targets for attendance, CfE attainment and National Qualifications; ○ Developing and introducing a range of targets and performance indicators for school leavers attaining vocational qualifications; ○ Delivering professional learning for staff in the use of tracking and monitoring tools including Insight, assessment and moderation and professional enquiry; ○ Development of a tracking tool for Early	Ongoing throughout 2016-17 Attendance and CfE (2015-16 to 2017-18), NQ (2014-15 to 2016-17)	• QI Team • EDO (Assessment, Moderation and Improvement) • EMIS • Moderation Facilitators • LAR • Education Scotland advice on assessment with BGE and Senior Phase (to be published in 2016-17)	• School S&Q Reports • School MIS and Tracking Database • SQA Exam Analysis • Leaver Destination Data • Standards and Quality Report • Staff evaluations

with staff are used to determine appropriate achievement pathways for learners' and develop learners' awareness of themselves including through their involvement in profiling. • Enhanced teacher confidence and improvement in the accuracy of teacher judgements. • Staff have a shared understanding of standards. • Stronger correlation between teacher judgements and other assessment approaches are evident. • Increase in the number of staff with or working towards a Masters level qualification. • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. • Higher levels of parental engagement in their children's learning and in the life of the school. • Schools take account of the Follow-Up Report of the Working Group on Tackling Bureaucracy and the recommendations in the Joint Secretaries Advice Note - Tackling Bureaucracy and Teacher Workload	Learning and Childcare establishments; o Implementing the Parental Engagement Strategy; o Development of the school improvement partnership approach; o Sharing best practice in improving outcomes for key groups of learners. • Schools, clusters and subject groups participate in moderation activities. • Support schools to develop approaches to learning, teaching and assessment related to the Es' and Os' in all curricular areas which are manageable, proportionate, valid and reliable including staff use of progression framework and significant aspects of learning • Develop use of LAR through professional learning activities to support professional dialogue through moderation activities about standard and expectations.	2016-17 2017-18 2018-19		• School S&Q Reports • Standards and Quality Report • Analysis of Citizen Space questionnaire • School MIS and Tracking Database • Evidence from inspection and review activity
• A skilled and confident workforce. • Further improvements in school leaver destinations. • An increase in the number of pupils and school leavers with well-developed employability skills. • An increase in the percentage of pupils agreeing they have	• Refresh authority questionnaires for parents, pupils and staff; establish new sampling programme for 2016-17 to 2019-20. • Analyse questionnaire results. • Develop the tracking database to allow the recording of achievements across the four contexts of learning. • Support all establishments to offer a range of	2016-17 and then ongoing to 2019-20 2016-17 Ongoing		• Standards and Quality Report • Outcome Delivery Plan • School S&Q Reports

| opportunities to celebrate personal achievements. | opportunities which will help learners develop skills and celebrate achievements. | throughout 2016-17 | | |