

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 SEPTEMBER 2023

Report by Director of Education

PROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK

PURPOSE

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

RECOMMENDATION

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

BACKGROUND.

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The [Achieving Excellence and Equity: national improvement framework and improvement plan 2023](#), which was published in December 2022, includes 5 priorities:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in literacy and numeracy.

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

5. The priorities set out in the NIF mirror our own aspirations set out in our [Local Improvement Plan 2023 - 2026](#), West Partnership Improvement Plan and Strategic Equity Plan.

6. The annual Standards and Quality Report provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young

people. The report also sets out the progress we have made towards the five national priorities as set out in the National Improvement Framework (NIF).

7. The Education Department's Strategic Equity Fund progress report, also provides evidence of improvement in East Renfrewshire in relation to the NIF priorities.

REPORT

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

9. Evidence for the report (Appendix 1) is gathered annually through a range of activities designed to provide support and challenge to schools and centres. The ERC Summary 2022-23 and included evidence is based on the Scottish Government template and prompts provided in previous years and was gathered from the following sources:

- performance and questionnaire data;
- reports on schools and nurseries from the Quality Improvement Team;
- thematic reviews by Education Scotland;
- reports on Early Learning and Childcare settings by Care Inspectorate Scotland;
- reports on Early Learning and Childcare settings by Education Scotland; and,
- school and service improvement plans and Standards and Quality Reports.

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

11. A high level summary of the progress in East Renfrewshire with the five national priorities set out in the NIF is included as Appendix 1. Key strengths, include:

- Staff across the local authority engaged in moderation activity with colleagues throughout session 2022-2023 where they collaboratively planned learning teaching and assessment and gathered learners' assessment evidence to moderate. Of the learner evidence moderated, 98% overall was agreed to have met the intended outcomes;
- The levels of attainment of East Renfrewshire pupils at S4 to S6 has continued to be high over the past 5 years. The Council's performance in almost all cases consistently significantly outperforms its virtual comparator's levels of attainment;
- A range of professional learning opportunities and resources offered by the Educational Psychology Service supported schools to respond effectively to social and emotional concerns and maximise the attendance of more vulnerable individuals;
- In 2022 98.5% of leavers were in a positive destination, the highest proportion ever recorded to date; and,
- 97.7% of ERC 16-19 year olds were participating (Annual Participation Measure), well above the national figure of 94.3% and the highest result of all mainland LAs.

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

- The planned implementation of the refreshed Leadership Strategy;
- The relentless focus on closing the poverty related attainment gap, supported through the effective use of Strategic Equity Funding;
- The planned review, update and implementation of the Literacy strategy and associated professional learning to improve further the quality of the learning, teaching and assessment in reading, writing and talking and listening; and,
- The rigorous processes in place to track, monitor and report on progress, including understanding and analysing data, benchmarking and sharing best practice across the West Partnership and Scotland.

13. The introduction of Strategic Equity Funding in East Renfrewshire, has enabled further opportunities for the department and schools to explore how we continue to support our children and young people with their wellbeing and learning.

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

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

COLLABORATION

16. The Education Department works with a range of partners to drive Excellence and Equity and fulfil the requirements as set out in the National Improvement Framework. These partners are detailed in appendix 1 and include Education Scotland, Association of Directors of Education, Skills Development Scotland and East Renfrewshire's Work Eastren and Health and Social Care Partnership.

RECOMMENDATION

17. Education Committee is asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

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Director of Education
28 September 2023

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National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 1: **Placing the human rights and needs of every child and young person at the centre of education**

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • How is progress evaluated to demonstrate implementation of UNCRC? • Are the principles of Learning for Sustainability being embedded in local improvement planning? • Development of youth voice • Any professional learning to raise awareness and support staff development in this area. 	<p>East Renfrewshire Council and its partners have taken various steps to progress children’s rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.</p> <p>Our New Children’s Services Plan 2023-26, directly links to our commitment to promoting and protecting children and young people’s rights. The plan is underpinned by the national GIRFEC wellbeing framework which aligns with all that we do in East Renfrewshire. In line with The Promise, we support children to flourish within a culture of care and rights-respecting, human-centred approaches that enable nurturing, loving relationships. We want children and young people to experience services that place them at the centre of what we do and by doing this we apply a UNCRC approach in our day-to-day practice.</p> <p>To prepare for incorporation of the UNCRC into Scots Law, a UNCRC Implementation Group was established in April 2021 to ensure that all staff are supported to consider the implications for how we deliver council services. This group are progressing three main themes aligned to participation of children and young people, promotion of rights across all services and publicising children’s rights to children and families. The Children’s Rights in East Renfrewshire report was published in July 2023 and provides full details of the ongoing work in this area.</p> <p>There has been a range of training opportunities and professional learning in relation to children’s rights. Four members of staff across Education and Community Learning and Development have been trained as UNCRC ‘Train the Trainers’. They are currently using this training to develop materials that can be used across the council and partners. Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process.</p> <p>Young Leaders of Learning is a programme designed to help children and young people to be more actively involved in helping to improve their schools. Two Education Officers have been trained as trainers in delivering this programme and have provided professional learning to a number of schools. Eleven schools are currently involved in this programme and pupils have been trained as young leaders of learning and are participating in visits to other schools.</p> <p>Career Long Professional Learning (CLPL) has been delivered in partnership with the West of Scotland Development Education Centre, UNICEF and through the West Partnership to raise awareness of Children’s Rights, linked to the UNCRC Bill. In authority</p>

	<p>questionnaires, most pupils (89%) agree that their school helps them to understand their rights. In recent school accreditation visits which have led to Rights Respecting Gold Awards for Busby Primary School, Cross Arthurlie Primary School and Mearns Primary School, UNICEF highlighted the range of mechanisms that allow pupils to take on leadership roles and be involved in decision making and commented on articulate pupils who are able to discuss a wide range of rights and explain their importance in their lives. A total of 34 settings hold the Rights Respecting Schools award with 15, an increase of 3 on last year, at Gold level.</p> <p>Across all our schools and settings, pupil voice makes a positive contribution to the ethos and life of the school or centre and can also lead to improved home and community life. We use a range of measures to seek children and young people’s views about matters that affect them. There are regular opportunities for pupil representatives to meet with the Director of Education and share their views on issues relating to matters such as the curriculum, learning and teaching, and pastoral care. All schools in East Renfrewshire, to varying extents, make use of the How Good Is OUR School (Education Scotland) learner participation resource. All our settings take a “You Say, We Do” approach to seek the views of learners. In authority questionnaires, most pupils (89%) agree that they have opportunities to take part in school committees and groups and that the school helps them to understand their rights (87%). This develops confidence, values and skills for learning, life and work.</p> <p>The Education Department has in conjunction with children and young people and their families, developed a Social Justice Framework which takes into account research, legislation and policy advice including UNCRC, The Promise, ASL Review, and Equality Act 2010. It has been formulated to ensure that all East Renfrewshire settings and schools are supported in developing their approaches to social justice through increased understanding, sharing of resources and good practice and making connections between the various aspects of social justice. The framework is accompanied by a social justice strategy which outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.</p>
	<p>Next steps / Challenges</p>
	<p>Implement the Social Justice Strategy</p> <p>Provide ongoing training and professional learning linked to UNCRC and Learning for Sustainability</p> <p>Ensure Children’s rights are reflected in relevant plans</p>

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 2: Improvements in children and young people's health and wellbeing

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences. • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and 	<p>All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families.</p> <p>In questionnaires, most pupils (77%) agreed that the staff supported them with their wellbeing and most parents (79%) agreed that the staff support their child's emotional and mental wellbeing. One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2022-23.</p> <p>The Educational Psychology Service has continued to support children's mental and emotional wellbeing through the Healthier Minds Service. The service worked closely with schools and Community Learning and Development (CLD) in order to support young people to access relevant provision and support, including community-based supports. Feedback about the service from children and young people, parents, carers and staff has been very positive: <i>"I liked opening up and talking in an environment that I felt safe in and that a I felt like I was actually being listened to."</i>, <i>"The support of this service has been a significant factor in my daughter's recent progress."</i>, <i>"As a family it brought us together when we were struggling."</i></p> <p>The Healthier Minds website has evolved further in response to feedback from children, young people, families and schools. The website provides a range of information to support the mental wellbeing of children and young people. The Healthier Minds Network have provided high quality professional learning provided to staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations. Topics covered included: Nurturing Approaches in the Classroom, Supporting Children and Young People with Emotional Regulation, Anxiety in Autism, Supporting Children and Young People with Anxiety, Supporting Girls with Autism: Understanding Masking and Supporting Problematic Eating. All sessions were evaluated highly. Feedback included: <i>"Your sessions are always excellent."</i>, <i>"Very useful session."</i>, <i>"Excellent and informative."</i></p> <p>The Learn Well Service has been established to support young people with their wellbeing and education while they are not attending school for reasons relating to Emotionally Based School Absence (EBSA). The service works in close partnership with the young person, their family, the school and Community Learning and Development (CLD) to ensure that their educational needs are met and that a range of opportunities remain open to them. In addition, the service offers extracurricular activities aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences. The core aims of the service are improving outcomes for young people and helping them to recognise their own potential. The service comprises one Outreach Teacher, one Pupil Support Assistant, one Neurodevelopmental Support Worker and 1.5 fte Children 1st Project Workers.</p>

<p>delivery of education?</p>	<p>The Educational Psychology Service (EPS) has developed guidance for Learn Well practitioners and wider education staff to more effectively support children and young people who experience EBSA. Online training seminars were organised in collaboration with the Healthier Minds Service. Introductory awareness raising of the guidance has also taken place within the HT Meeting (Secondary and Primary) and the ASN Coordinators forums.</p> <p>The EPS has developed evaluation tools for the Learn Well Service to explore how our young people feel about their health, wellbeing and education. This baseline information will allow us to track progress over time and create opportunities for young people that will have an impact.</p> <ul style="list-style-type: none"> • Almost all (90%+) of the young people have shown increased resilience and a willingness to engage in education. • Almost all (90%+) have engaged with learning activities appropriate to their age and stage. <p>The department has very effective arrangements in place in relation to safeguarding. A child protection audit led by the Quality Improvement Team identified strengths and areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as gender based violence, domestic abuse and Prevent is supported and enhanced by their participation in child protection coordinator meetings led by a QIM and the Lead Officer for child protection.</p> <p>Senior leaders and pastoral care staff in our establishments participated in professional learning in the Signs of Safety approach to Child Protection and GIRFEC which has been embraced and promoted by the local Child Protection Committee. Professional learning in relation to trauma informed practice has been delivered by Education Scotland to teachers and pupil support assistants with a few sessions specifically adapted to focus on supporting unaccompanied asylum seeking children and young people.</p> <p>We work in partnership with East Renfrewshire Culture and Leisure Trust's Active Schools Team to support children and young people's participation in a range of physical activity. Over the last year we have worked closely with schools to identify children, including those experiencing poverty, to utilise Scottish Government funding to purchase places to participate in holiday sports and culture camps led by the Trust and worked with staff to remove any barriers to participation and provide appropriate support.</p>
	<p>Challenges and Next steps</p>
	<p>Child Protection (CP) Co-ordinator's meetings will continue in order to support staff in all sectors as will the audit of CP processes and procedures.</p> <p>Roll out the 'Your Body Matters' resources for primary schools to support the delivery of the HWB curriculum.</p> <p>Gather views of children and young people in relation to the new national Relationships Sexual Health Parenthood Guidance.</p>

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 3: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had significant impact on addressing the poverty related attainment gap. 	<p>East Renfrewshire Council is strongly committed to improving outcomes and raising attainment and achievement for all learners. The Education Department's Vision statement aligns with our Strategic Equity Fund (SEF), Pupil Equity Fund (PEF) and Care Experienced Children and Young People (CECYP) plans.</p> <p>ERC provides a high level of guidance to support schools to plan and report on the impact of PEF; allocated by Scottish Government directly to schools and used to provide additional support for learners experiencing poverty and help close the poverty-related attainment gap. Throughout 2022-23 the department worked in partnership with schools to evaluate and improve the impact of PEF. Refreshed guidance was published in May 2022 in light of the new Scottish Attainment Challenge (SAC) approach. All headteachers attended an authority wide PEF launch to assist schools to plan effectively. There was a focus on the key messages from ERC's guidance on PEF. This session included advice and support to schools to reduce costs to support learning and how to use health and wellbeing indicators and measures to evaluate impact and targeting. In addition, all 32 establishments across the authority participated in joint quality improvement officer and Education Scotland Attainment Advisor PEF visits. These visits provided support and challenge to schools around their current PEF spend, previous and expected impact and how well their planning supports targeting and quality assurance.</p> <p>A Thematic Review of the Impact of PEF was carried out during March and April 2023. This considered a range of factors such as the quality of schools' evidence-based planning, collaboration with stakeholders and measurement of progress, as well as overall progress in improving learning outcomes for children and young people living with poverty. The report highlighted a number of key strengths including the strong rationale for the use of PEF developed by all schools, the very high rates of positive and sustained destinations for socio-economically disadvantaged school leavers, and the very high level of support to improve pupils' wellbeing provided by the Educational Psychology team. Some important areas for improvement were also identified and these have been used to plan next steps to be taken by schools and the education department to improve outcomes for disadvantaged learners.</p> <p>In September and October each year, the ability of primary 1 pupils in literacy and numeracy and physical development is measured in a process called the literacy and numeracy baseline and developmental milestones screening. This allows primary staff to build on children's strengths and address areas for development. Moreover the information is also shared with early</p>

learning and childcare establishments to allow them to consider patterns and trends and how they may improve experiences and outcomes for children. The data gathered in September and October 2022 (most recent available at this time) demonstrated that:

- a) the performance of all children collectively in literacy and numeracy remained relatively unchanged from previous years, and;
- b) the proportion of all children attaining their developmental milestones remained relatively unchanged from previous years at 84%, the same as last year.

Developmental milestone data in 2022-23 demonstrated that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 increased by 6% to 73% compared with 67% in 2021-22, this is still significantly lower than a previous recorded high of 74% in 2019-20 (following a 5 year trend of improvement), however it indicates signs of recovery from the impact of Covid-19. Meanwhile the proportion of children achieving their milestones residing in decile areas 4-7 has remained relatively consistent, with those residing in decile areas 8-10 slightly increasing in attainment levels over the same period, with 82% and 86% of children respectively attaining the measure; this results in a significant gap between those in deciles 1-3 and the remainder of the cohort.

In 2021-22 baseline, there was on average a 9 point gap between children residing in decile 1 and decile 10 residences in numeracy; in 2022-23 this average gap decreased to 7 points, showing signs of closing the poverty related attainment gap in numeracy.

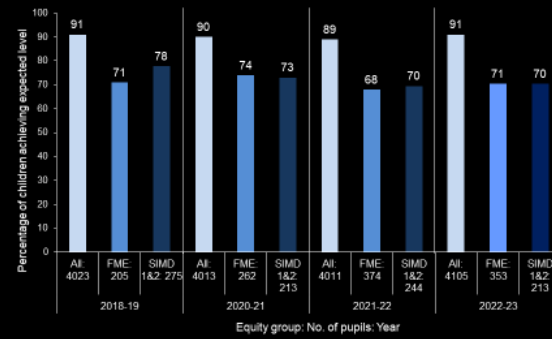
Primary Attainment – Closing the Gap

Considering attainment information from 2018-19 to 2022-23, the proportion of P1, P4, P7 pupils (all) attaining the expected levels of attainment in reading, writing and numeracy has remained relatively consistent, however the attainment of children entitled to a free school meal and those living in decile 1 or 2 areas has fluctuated during this period; this indicates the impact of the global pandemic (Covid) on our most disadvantaged primary aged pupils in P1, P4 and P7 stages in terms of the poverty related attainment gap over the last 5 years.

It should be noted that the numbers of those children registered for Free School Meals and/or living in SIMD deciles 1 and 2 represent a small percentage statistically (approximately 6%) of this demographic in East Renfrewshire.

See charts below.

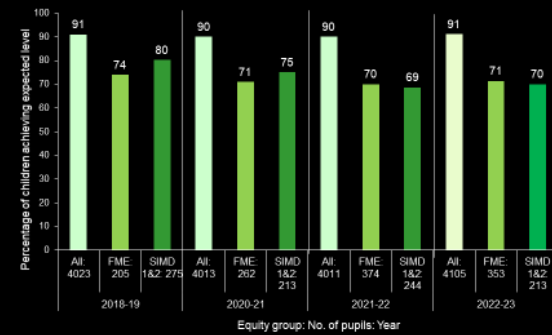
CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Reading



CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Writing



CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Numeracy

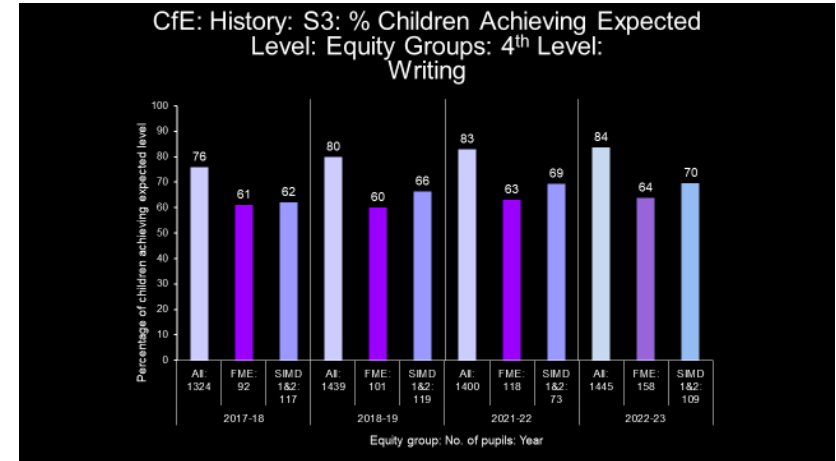
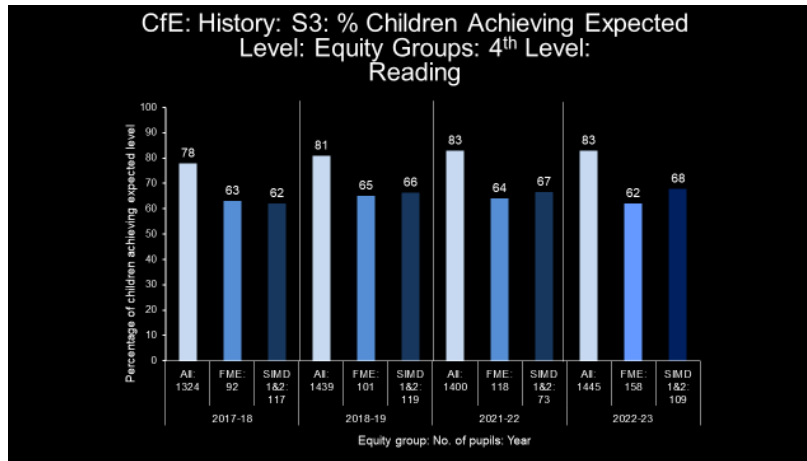


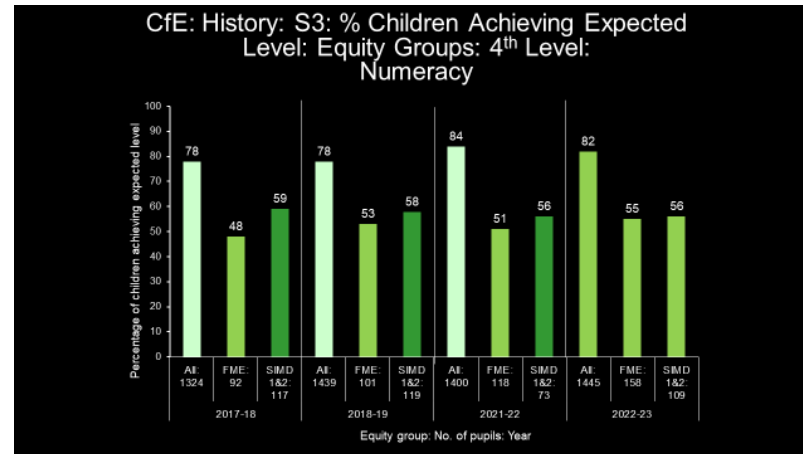
Secondary Attainment

Fourth Level

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic. Dataset used in the tables below is taken from Education Department local dataset.*

From 2018-19 to 2022-23, the proportion of S3 pupils (all) attaining CfE level 4 has increased across most curricular areas over the past 5 years. The attainment of children entitled to a free school meal has increased across most curricular areas, with the exception of reading, and those living in decile 1 or 2 areas have increased in reading and writing, with a decrease for those decile 1 or 2 pupils in numeracy and no change recorded for talking and listening; this indicates that the poverty related attainment gap has still been a factor for our most disadvantaged secondary aged pupils in S3 over the last three years.





Challenges and Next steps

Implement the recommendations of the Thematic Review of the Impact of Pupil Equity Funding

Implement the Delivering Excellence through Equity (Strategic Equity Plan).

In partnership with Education Scotland (Attainment Advisor) continue to strengthen approaches to central quality assurance of the use of PEF.

The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage. • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. • The range and quality from 'engaging' to 'influencing' of education-employer partnerships. • Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications. 	<p>A focus on Developing the Young Workforce (DYW) in both the BGE and Senior Phase continued last session, with the DYW plan focusing on 3 key areas: curriculum, collaboration and equity.</p> <p>Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for work. Our offer in session 2022-23 included 60 courses, ranging from SCQF Levels 1 to 8 and provided by a wide range of partner Further Education providers. The number of young people participating in vocational courses increased from 380 in 2021-22 to 459 in 2022-23, demonstrating that following a period affected by Covid-19 restrictions young people felt more confident again to study out with their own school environment.</p> <p>The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering- further support as required.</p> <p>A total of 1,430 young people left East Renfrewshire schools in 2021-22, and in statistics published by the Scottish Government it has been confirmed that 1,408 (98.5%) had made a positive next step in their development. This is the highest proportion ever recorded in East Renfrewshire, with the previous best being 97.7% in 2017-18. East Renfrewshire has compared favourably against the Virtual Comparator, West Partnership and national averages (95.7%) for this measure over the past five years.</p> <p>From summary statistics for follow-up leaver destinations for the same 2021-22 cohort, 97.5% of East Renfrewshire school leavers were in a positive destination in April 2023, our highest ever proportion and comparing favourably to the national rate of 93.5%</p> <p>The proportion of young people with Additional Support Needs moving on to a positive destination reached the highest level recorded in the past five years in 2021/22 with 97.5% achieving an initial positive destination. Similarly, the proportion of East Renfrewshire leavers from a minority ethnic background reached record levels in 2021/22 with 99.6% achieving a positive destination. These are the latest figures on 2021-22 leavers which are reported on in February 2023.</p> <p>The proportion of school leavers going on to Higher Education was 69.8% in 2021/22 and the highest in Scotland for the same year. The proportion of leavers moving to Higher Education has increased over the past five years. The proportion of SIMD 1 and 2 leavers who entered Higher Education also increased to 50% in 2021/22, the highest level achieved over the past five years.</p>

In all East Renfrewshire schools, almost all school leavers achieved a positive destination. In Barrhead High, 100% of their school leavers moved into a positive destination, with over 99% of St Luke’s High and St Ninian’s High pupils also doing so.

As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government’s [National Performance Framework](#) as the measure of young people’s participation in education, employment, training or other positive post school destination. In 2023, 97.7% of East Renfrewshire 16-19 year olds were participating in a positive outcome, well above the national figure of 94.3% and the highest proportion nationally of young people actively participating in society in a positive way. A stretch aim of 91.5% was set for young people living in quintile 1, this was exceeded with 95.5% of young people recorded as participating. Similarly, the target of 98.4% for young people in quintile 5 was met with 98.5% recorded, reducing the poverty related attainment gap from 7.3% to 3%. The table below details the performance of pupils living in quintiles 1 and 5.

	Annual Participation Measure			
	All Pupils	Pupils living in Q1	Pupil living in Q5	Stretch Gap
2022 - 2023	0.7% increase	4.8% increase	0.4% increase	4.4% decrease

Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour-market information to support their learner pathways. Staff participated in professional learning to enhance their knowledge in relation to careers information and guidance. For the first time, Education Scotland and SDS supported the education department to offer professional learning on Developing the Young Workforce to all probationer teachers.

We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. A priority of the DYW School Coordinators is to work with employers to allow our young people to demonstrate and apply these skills in different contexts. In November 2022, a successful Employer Engagement event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers.

Challenges and Next steps

- Implement the DYW Plan 2022-25.
- Extend the breadth of DYW opportunities in our primary schools and early years’ establishments.
- Continue to provide training in relation to labour market information with SDS providing updated data on a monthly basis.
- Continue with monthly Datahub meetings focusing on those young people most in need of support.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 5: Improvement in attainment, particularly in literacy and numeracy

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted to improve literacy and numeracy. 	<p>Quality assurance and moderation remains a key focus of the National Improvement Framework in East Renfrewshire. Moderation is viewed as part of the learning, teaching and assessment process. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 10 years and is committed to continuing this work across all sectors.</p> <p>Collaborative Learning Networks (CLN) were established in session 2022-2023 as a structure to focus on progression within and across Curriculum for Excellence (CfE) levels. The model supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity throughout the academic session. 760 practitioners across early years, primary and special sectors worked collaboratively within a similar CfE level of specialist subject area. Practitioners created meaningful learning networks with colleagues from across the local authority and engaged in focused professional learning to support their understanding of key national and local messages in relation to assessment and moderation. When surveyed 99% of participants indicated that they felt equipped to engage in a collaborative learning network and 98% valued the opportunity to meet with colleagues beyond their own establishment.</p> <p>There is a comprehensive programme of CLPL on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners. 133 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. Almost all (93%) indicated an increase in confidence to develop effective questioning techniques and (94%) increased confidence in providing effective feedback to learners.</p> <p><u>Literacy and Numeracy</u></p> <p>Two Principal Teachers of Literacy & English and one Principal Teacher of Numeracy & Mathematics support school-based staff to raise attainment and build capacity in these curricular areas. They form part of the East Renfrewshire Attainment Challenge Team.</p> <p>Establishments across the authority have been aligned to a three-tiered approach – ‘Supported’, ‘Guided’ and ‘Independent’ - which is informed by analysis of a range of intelligence data. This will allow available support and staff resources to be targeted appropriately to those school communities where there is greatest need.</p>

During 2022-2023, Adult Learning Services successfully re-established face to face learning across the authority. 140 residents engaged with a range of learner-centred programmes taking place throughout the authority including an increase in the number of adult learners attending one or more of English for Speakers of Other Languages (ESOL) courses.

There was also a successful bid for Local Authority Covid Economic Recovery funding (LACER). As a result of this funding 15 parents were supported to achieve self-directed learning goals relating to their children's learning and their own aspirations. 100% of participants reported that their confidence and wellbeing had improved as a result of being part of the LACER project.

In partnership with West College Scotland, an increased number of adult learners gained SQA qualifications. Twenty eight people successfully completed SQA courses at SCQF Level 4, Getting Started in IT and Early Learning & Childcare. Twenty nine adult learners were supported through Learning for Work programmes.

The refreshed [Numeracy and Mathematics Strategy 2023-26](#) was approved by Education Committee in June 2023. The strategy links clearly to the Education Department's vision 'Everyone Attaining, Everyone Achieving through Excellent Experiences' and sets out three main areas – attainment and achievement, learners' experiences and stakeholders – detailing how we will ensure that all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. The strategy will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that numeracy and mathematics have a central and continuing focus in education.

A comprehensive CLPL programme is ongoing to support the aims of the strategy including: Number Talks and Numicon in Fractions, Decimals and Percentages. Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. The creation of the ERC Numeracy & Mathematics Hub and Twitter account has been well received and engagement with these platforms is growing.

Use of data to identify next steps for improvement

East Renfrewshire's Education Department makes excellent use of robust and consistent attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. The Education Department gathers a

significant amount of data annually at individual pupil level, through a variety of sources, including: local baseline assessments of children on entry to P1; local standardised assessment data; Curriculum for Excellence (CfE) attainment; Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets (stretch aims) for improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target.

Educational establishments are provided with access to current and historical literacy and numeracy attainment data and characteristic information for each individual pupil via the department's Early Years, Broad General Education and Senior Phase tracking databases; these data tools provide pupil performance analysis at curricular component and individual question/task level along with pupil characteristics information.

Attainment in Literacy and Numeracy

The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high and have increased slightly from 2021-22 across almost all curricular areas

Percentage of P1, P4 and P7 Pupils	2018-2019	2021-22	2022-23
% Attaining or Exceeding Expected Levels - Reading	91%	89%	91%
% Attaining or Exceeding Expected Levels - Writing	88%	87%	90%
% Attaining or Exceeding Expected Levels – Talking & Listening	91%	93%	94%
% Attaining or Exceeding Expected Levels - Numeracy	94%	90%	91%

Percentage of S3 Pupils	2018-19	2021-22	2022-23
% Attaining or Exceeding Third Level – Reading	97.5%	97.1%	96.4%
% Attaining or Exceeding Third Level - Writing	96.2%	96.8%	96.2%
% Attaining or Exceeding Third Level – Talking & Listening	96.8%	96.9%	97.2%
% Attaining or Exceeding Third Level- Numeracy	96.0%	97.9%	97.9%

Percentage of S3 Pupils	2018-19	2021-22	2022-23
% Attaining Fourth Level - Reading	80.9%	82.6%	82.8%

	% Attaining Fourth Level - Writing	79.7%	82.8%	83.7%	
	% Attaining Fourth Level – Talking & Listening	81.5%	81.6%	85.7%	
	% Attaining Fourth Level - Numeracy	78.4%	83.5%	81.9%	
	<p>Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and numeracy has remained consistently high and is significantly above the published national average figures. Attainment at CfE level 3 in reading and writing has decreased slightly since 2021-22 whilst conversely, attainment in talking and listening and numeracy has increased. Attainment at CfE level 4 across the literacy areas has shown an increase over the past three years, whilst numeracy has shown a decrease from 2021-22.</p> <p>The levels of attainment of East Renfrewshire pupils at exit point has continued to be high over the past 5 years. The local authority remains above National and Virtual Comparator averages for leavers attaining SCQF level 5 Literacy and Numeracy, and significantly above National and Virtual Comparator averages for leavers achieving SCQF level 6 Literacy and Numeracy. Similarly, the proportion of leavers achieving qualifications across SCQF levels 4 to 7 have been significantly above national averages and consistently above the Virtual Comparator.</p>				
Challenges and Next steps					
	<p>The role of link Quality Improvement Officers will continue to be focused on providing ongoing support and challenge for self-evaluation and school improvement.</p> <p>Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgments, the target-setting process and improved learning and teaching for key equity groups.</p> <p>Adult Learning will have an increased focus on numeracy with the introduction of the UKSPF Multiply Programme to support increasing adult numeracy with accreditation options.</p>				