



Education Improvement Plan

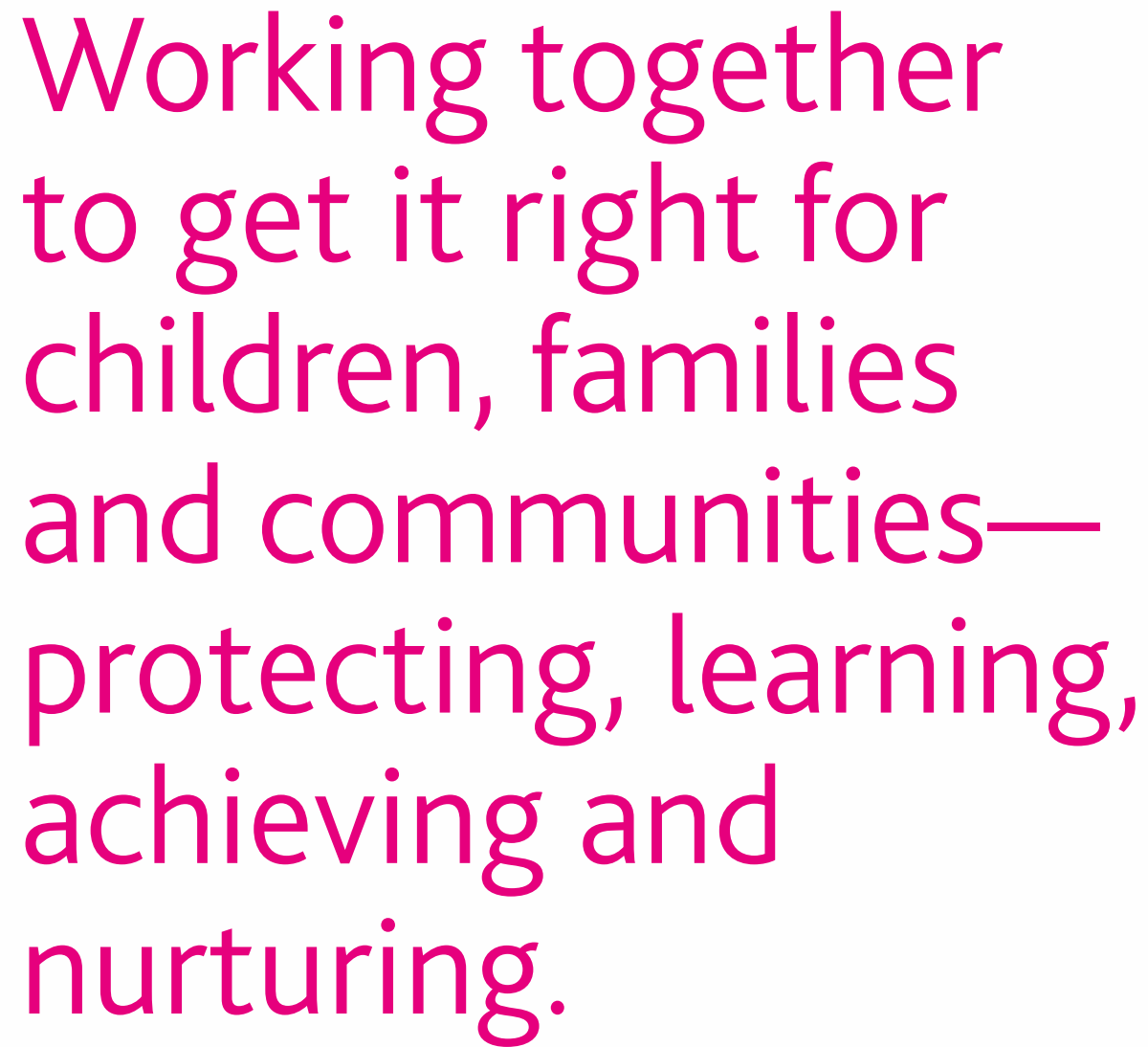
2019/20





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A young boy and a young girl, both wearing blue shirts, are peeking from behind a large white board in a classroom. The boy is on the left, and the girl is on the right. They are both smiling and looking towards the camera. The background shows classroom shelves and a bulletin board.

Working together
to get it right for
children, families
and communities—
protecting, learning,
achieving and
nurturing.

Introduction

Children's Services are committed to achieving our vision of 'Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.' This education plan sets out clear priorities to realise this vision. To raise attainment for all of our children and young people, while closing the poverty related attainment gap, we must work together across and beyond the directorate with our partners, parents and communities. This education plan, therefore, sits as part of the wider Children's Services plan and other strategic planning across the council.

Our 'excellent' progress in closing the poverty-related attainment gap was recognised in the Education Scotland inspection report published in February 2019. To build on this, we maintain a relentless focus on addressing inequalities and improving outcomes for all children and young people in Renfrewshire. The priorities and actions set out in this plan have been developed to support this aspiration.

To identify our strengths and areas for improvement, we have consulted with a wide range of partners and used a variety of audit material, including data and external reports from partners, such as Education Scotland. This education

plan outlines our priorities, the actions we will undertake to support these, the intended outcomes and how we will measure success. It is both aspirational and inclusive, and reflects the needs of our children, young people and families.

Our plan focusses on four main priority areas: learning and teaching; health and wellbeing; leadership at all levels and employability skills leading to sustained positive destinations for all young people. These directly align to Scotland's national priorities for education. We will continue to use universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap. We believe our children and young people are the future of Renfrewshire and, as such, it is essential that we provide them with an education which best develops their skills for life, learning and work.

Renfrewshire Council has a very clear ambition to support better outcomes for all children and young people. We are confident that this Education Improvement Plan supports this ambition and reaffirms our commitment to continuous improvement and to provide the highest quality of education and care for our children and young people.



Councillor Jim Paterson

Convener Education
and Children's Services



Steven Quinn

Director Children's Services

Renfrewshire's Council Plan 2017–2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all to enjoy

Working together to improve outcomes

Children's Services Vision

Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing

This Education Improvement Plan supports delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education.

Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations





PRIORITY

1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

What are we going to do?

- **School Improvement**

- **Assessment of Children's Progress**

- **Teacher Professionalism**

- **Performance Information**

- Support establishments to narrow the attainment gap for disadvantaged groups
- Provide enhanced support to care experienced children and young people through an intensive family supports service, leadership development and a bespoke attainment mentoring programme
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Develop an Early Years model for tracking, monitoring and profiling children's progress in learning
- Further develop the Quality Improvement Framework to promote empowerment and greater collaboration between establishments
- Support and improve approaches to assessment and moderation to improve practitioner skills in planning and assessment with an increased focus on Early Years and Secondary sectors
- Provide high quality professional learning for staff at all levels with a particular focus on literacy and numeracy
- Develop and strengthen our partnership with The Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets
- Support all establishments to become data literate to improve learning and teaching. Provide support in using Renfrewshire bespoke monitoring and tracking tool as well as Insight and BGE tool
- Support targeted children and young people at key transitions to close the attainment and achievement gap

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.

What is the expected impact?



- Improved attainment and achievement for all but at a faster rate for disadvantaged children and young people
- For those children and young people who are care experienced: improved attainment and achievement; enhanced leadership and resilience skills; improved sleep routines; and support from a key mentor
- Early Years staff are highly skilled, knowledgeable and are effectively supporting children in their learning and development. Quality is at the heart of service delivery and children are given the best start in life and are supported to reach their full potential
- Effective practice is shared and used to improve quality across all Renfrewshire early years establishments
- Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting
- Increased number of establishments evaluated as 'good' or better for learning, teaching and assessment and raising attainment and achievement
- Establishments are supported and challenged to improve and raise standards
- Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the Quality Assurance and Moderation Support Officers (QAMSO) and/or engagement with West Partnership
- Improved consistency of professional judgements
- Practitioners demonstrate increased skill, knowledge and confidence in teaching reading and writing
- Improved pupil attainment in reading, writing and mathematics with evidence of closing the poverty-related attainment gap
- Increased Classroom Assistant expertise, knowledge and confidence in supporting pupils in literacy and numeracy
- Consistent approaches and evidence-based methodologies are used across establishments in literacy and numeracy
- Numeracy Modelling and Coaching Officers effectively respond to individual establishment needs to raise attainment for all pupils, with particular emphasis on those experiencing poverty

- Increased knowledge of how to build a growth mindset culture in relation to mathematics amongst staff and children. Increased use of models of instruction that promote mixed attainment learning, collaboration and creative and flexible thinking
- School libraries attainment team support targeted groups of children and young people and digital literacy and information literacy skills improve. English as an Additional Language (EAL) children and families are supported to improve reading skills
- All establishments are data literate and data is used effectively to support learning and teaching
- All Principal Teachers (Data Literacy) are able to identify 'what works' in their school and effective practice is shared
- Transition teachers continue to support establishments/ clusters to develop greater understanding of the importance of curricular transitions to make changes to ethos, practice and policy. Strengthened cross sectoral relationships and sharing of good practice, planning and moderation leads to practitioners being better able to support children to build on prior learning

How will we measure this?

- CfE, SNSA, SQA Data
- Leaver destination data
- Interviews/focus groups with care-experienced young people
- University of Stirling report on Aberlour mentor scheme
- Columba 1400 evaluation
- Education Scotland , Care Inspectorate, QI visits
- Number of EY children experiencing 1140 hours
- Discussions with Staff
- S&Q Reports
- QIF school visits and reports
- CLPL evaluations/surveys
- Feedback from QAMSOs/ Development Officer
- Winning Scotland Case Study and tutor feedback
- Child and teacher pre and post surveys
- Stanford University Research Paper
- Classroom Assistant surveys measuring confidence and knowledge pre/post training
- School engagement tracking and training evaluations
- PT (Data Literacy) evaluations and evidence
- Post transition pupil, parent and staff evaluations



PRIORITY

2

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

What are we going to do?

- **Teacher Professionalism**
- **Parental Engagement**
- **Assessment of Children's Progress**
- **School Improvement**

- Continue to develop whole-school Renfrewshire's Nurturing Relationships Approach (RNRA) and extend to Early Learning and Childcare Centres (ELCC) and Partner providers. Introduce an RNRA accreditation framework (Educational Psychology Service [EPS])
- Implement Education Scotland's "Connected Compassionate Classroom Curriculum" (EPS)
- Provide high quality professional learning and resources to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing
- Develop a Renfrewshire delivery model for mental health in partnership with EPS and NHS partners
- Support schools to develop the emotional literacy of children and young people in primary and targeted secondaries through high quality professional learning and evidence-based approaches

- Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement
- Develop a 'Framework for Personal and Social Education in Renfrewshire' in collaboration with teachers, Renfrewshire Youth Voice, Youth Services and Education Scotland
- Continue to coordinate the delivery of counselling services across all secondary schools and targeted primary schools
- Encourage and support active collaboration and engagement with parents and families to support their child's learning. Launch and roll out Renfrewshire's new parental engagement strategy
- Progress the review of Additional Support Needs (ASN) and roll out Locality Inclusion Support Networks (LISN)
- Update Physical Intervention policy in line with national guidance and implement agreed accredited model of staff training

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What is the expected impact?



- Nurture principles and approaches are embedded at a whole school level in all participating establishments and early years centres. An accreditation framework supports sustainability, ensures fidelity to the approach and celebrates progress. All staff in RNRA participating schools have knowledge and understanding of whole school nurturing principles and practice. Increased levels of wellbeing in children and young people in all RNRA establishments
- Establishments using the 'Connected Compassionate Classroom' resource are aware of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences
- All staff in all establishments participate in a new 'Understanding Mental Health of Children & Young People in Renfrewshire' awareness raising session, and use the associated toolkit to effectively support children and young people
- Practitioners demonstrate increased skill, knowledge and confidence in supporting children and young people in relation to self-harm, suicide, LGBT and substance misuse
- Secondary schools are supported to introduce the SQA Mental Health and Wellbeing award through Career Long Professional Learning CLPL, assessment support and moderation activities
- Teachers and support staff in targeted primary schools are skilled and confident to teach mental and emotional wellbeing using Promoting Alternative Thinking Strategies PATHS® resources and coaching support. Increased level of social and emotional competence in children, in particular: reduced aggression; increased concentration and improved empathy. Parents have a better understanding of how they can use PATHS® skills and strategies to help their children at home
- Teachers in targeted secondary and special schools are skilled and confident in developing emotional literacy and resilience in young people using a cognitive behavioural therapy approach through the life skills programme 'Living Life to the Full' (LLTTF)
- Relevant data is extracted from the Health and Wellbeing (HWB) national census and analysed to support identification of improvement priorities
- Updated, progressive and relevant Personal and Social Education (PSE) programmes are in place across establishments which will ensure consistency of learning experiences and reflect the views and needs of children and young people
- Counsellors (Place2Be and Lifelink) will provide targeted and universal support to children and young people, leading to significant improvement in their emotional wellbeing, peer relationships and behaviour

- The Parents in Partnership (PIP) programme will continue to ensure that secondary schools are more accessible and welcoming for families in need of support. Reduced anxiety and concerns of targeted families around transition to secondary school. Parent volunteers (Just Parents group) have a voice and feel that their contribution to the programmes and schools is highly valued
- Youth Services will deliver community-based activities enabling young people to develop life skills that can equip them in life beyond school. As a legacy to the Year of Young People, a youth voice programme will empower young people to successfully present actions and recommendations linked to identified youth needs. Young people are given opportunities to influence decision-making on issues affecting their lives
- Through the Pizza Family Learning Project, parents have increased confidence in supporting their child in early literacy and numeracy through quality play and learning activities. Children and parents value reading and learning within the home
- Increased staff confidence in solution-oriented approaches to supporting children with ASN. Greater clarity for staff in relation to a consistent approach to promoting positive relationships and dealing with challenging behaviour

How will we measure this?

- RNRA evaluations, schools' Action Plans and PDSA Records
- EP Doctoral Research Study with the University of Dundee
- Staff training evaluations
- SQA Mental Health results—almost all YP who undertake the award will achieve Level 4 and 5
- LGBT Charter awards. Focus Group of LGBT school reps
- PATHS and LLTF pre and post teacher surveys, pupil voice surveys and case studies
- National HWB Census data and West Partnership data
- PSE pupil focus groups
- Place2Be/Lifelink termly reports
- Increased number of families engaging in PIP
- Qualitative feedback from parents
- PIP Parent volunteer open box evaluation
- Pupil attendance data
- Youth assembly/youth voice programmes and feedback
- Pizza Learning attendance statistics, feedback surveys
- EP Evaluation of LISN rollout
- ASN review steering board and progress targets



PRIORITY

3

Develop high quality leadership
to promote empowerment all levels

What are we going to do?

- **School Leadership**

- **Teacher Professionalism**

- **Assessment of Children's Progress**

- **School Improvement**

- Provide high quality professional learning for current and aspiring leaders
- Roll out the leadership programme for early learning and childcare (ELC) heads, deputies and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements of the 1140 hours expansion
- In partnership with Strathclyde University, deliver high quality professional learning for Early Years (EY) graduates
- Provide newly appointed Head Teachers (HTs) and Deputies (DHTs), from across sectors, the opportunity to 'Step Back' to ensure consistency in leadership approaches across the authority
- Extend the offer of facilitated Learning Sets to remaining HTs and DHTs from primary and secondary schools to further empower them to work in more collegiate and collaborative ways
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a further group of Head Teachers
- Provide high quality professional learning for Newly Qualified Teachers (NQTs), teachers and support staff in Pedagogy at the early stages and Modern Languages 1+2
- Expand the support offered to young people to develop leadership skills and increase levels of pupil participation in schools and beyond
- Provide high quality professional learning for central staff and senior leaders in establishments in collaboration with other local authorities across the West Partnership
- Further empower establishment heads to design and determine the management capacity and structure within their schools. Provide greater flexibility and ensure that decisions made suit the needs of the local community

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What is the expected impact?



- Leadership capacity and confidence is developed and enhanced at all levels. Renfrewshire staff continue to perform well in interview/assessment centres, securing substantive positions within the authority. Current Renfrewshire promoted staff are empowered to 'give back' through delivery of high-quality professional learning for colleagues
- Pedagogical leadership drives our CLPL opportunities and as a result leads to the development of quality approaches adopted across our EY settings. A high-quality workforce development programme improves the professionalism of staff and therefore the experiences for our children. Graduates support change within their EY settings and influence the quality of provision for children within areas of highest deprivation
- Participants who 'Step Back' develop co-coaching skills, strengthen relationships with peers and consider appropriate leadership styles to utilise in a variety of situations
- Learning Sets support senior leaders to develop empowered school leadership and explore collegiate and collaborative working to improve outcomes for children and young people



- Coaching programme participants critically reflect on their own practice and engage with current literature/ research, enhancing their knowledge and understanding of leadership and management. They develop an enhanced understanding of coaching/mentoring skills and techniques to further support others in school
- NQTs are well supported to carry out their role. Professional learning supports NQTs to attain a 'satisfactory' outcome in their final profile submission to General Teaching Council Scotland GTCS. Renfrewshire retain the very best NQTs through competitive interview
- Sufficient numbers of teachers are effectively trained in a second language, enabling full implementation of the Scottish Government's vision for 'Language Learning in Scotland: A 1+2 Approach' by 2020
- Exploring Pedagogy at the early stages programme ensures that practice in Primary 1 classes is informed by high quality professional learning and has a long-term, positive impact on children's independence, resilience, confidence and, ultimately, attainment. Teachers provide enhanced learning experiences for children through greater involvement in leading their own learning. Learning environments promote effective learning and teaching

- Targeted young people from 10 secondary schools who participate in either Columba 1400 Pupil Leadership Academy or CANI Coaching leadership programme develop leadership capacity, self- confidence and a variety of other skills including resilience, team working, decision making and independence
- Central staff are skilled and confident to support and challenge schools to bring about improvement
- Central staff and establishment senior leaders, alongside colleagues from across the West Partnership, use professional enquiry approaches which enhance leadership capacity, improve learning and teaching and promote empowerment, excellence and equity
- Appropriate teaching staff appointments are made ensuring that candidates appointed align with the ethos and dynamic of the individual school community. Greater equity is evident in the flexibility ascribed to secondary head teachers in respect of devising their own management structures. Greater equity exists in the management capacity assigned to larger primary schools

How will we measure this?

- Qualitative feedback from participants
- Number of Renfrewshire staff promotions/appointments
- Number of ELCC staff achieving BA Childhood Studies
- Strathclyde University graduate programme and evaluation
- QI visits and reports
- HGIOS QI 1.3 Leadership of Change evaluations within NIF return and in Education Scotland inspections
- HT Learning Set and Coaching evaluations – quantitative and qualitative and case studies
- NQT evaluations and focus groups
- Numbers of ' NQT satisfactory' final profile recommendations
- Numbers of NQTs employed by Renfrewshire
- 1+2 training evaluations and annual audit of languages provision
- Exploring Pedagogy support visits, evaluations and final project report from Strathclyde University
- Columba 1400 Impact Report and direct observations
- CANI Coaching pre and post evaluations, video, scripts
- Participant evaluations
- HT feedback and monitoring of management structures and capacity in schools



PRIORITY

4

Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations

What are we going to do?

- **School Improvement**

- **Assessment of Children's Progress**

- Extend partnership links and collaborative arrangements with the Further Education (FE) sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report
- Further develop the curriculum, and the opportunities for accredited personal achievement, to maximise school leavers' skills to meet the needs of employers
- Support schools to deliver a Senior Phase which ensures appropriate pathways for young people and provides the best possible opportunities for them to achieve a range of qualifications
- Further strengthen our partnership working with Skills Development Scotland and Economic Development to maximise opportunities and support for school leavers
- Ensure that we have agreed expectations in terms of how all schools support all young people into positive and sustained destinations

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.

- Work in partnership with Cairellot, an early learning and childcare provider, to deliver an SQA course for young people in the senior phase
- Support schools to ensure that skills are a key element of learning and teaching in line with Career Education Standard 3-18
- Further roll out the model of joint school and college based vocational delivery
- Further refine consortium arrangements to ensure they are meeting the needs of young people
- Develop a bespoke STEM action plan for Renfrewshire schools to align with the West Partnership strategic STEM group recommendations
- Develop a partnership with the Science Centre to support teaching STEM in primary
- Support the partnership between Glasgow School of Art (GSA) and one secondary school to develop creative approaches to delivering the curriculum

What is the expected impact?



- Schools continue to increase opportunities for work placements and work experience across the senior phase, further developing the skills and readiness of young people for the world of work
- Development Officer for Engaging Learners continues to support schools by providing information and opportunities relating to work placements and potential future employment, resulting in improvements in positive and sustained destinations for all young people
- Teachers embed the teaching of skills related to learning, life and work into the curriculum and young people are able to apply their skills across learning
- Robust agreed processes are in place in all schools to support young people into appropriate pathways, resulting in increased positive and sustained destinations for all young people
- Schools provide additional options which offer achievement in a range of personal and employability skills with SCQF accredited course work to equip young people with the confidence and skills needed to take positive steps towards their future
- More young people, as appropriate, undertake and sustain vocational programmes
- Schools' curriculum structures provide increased opportunities for all pupils across the senior phase. All young people benefit from a senior phase that offers increased flexibility and pathways for all young people
- Improvements to teaching and learning in STEM related subjects promote greater interest, understanding and aspiration of children and young people
- A logo/strapline is developed to promote the partnership between GSA and Castlehead High School. Raised attainment through studio-based pedagogy across and within the school curriculum. Young people build confidence and growth mindsets. Increased number of positive and sustained destinations. Castlehead High is recognised as an accessible centre of excellence of creative education

How will we measure this?



- School leaver destination data
- Database detailing opportunities, uptake and impact
- Feedback from young people & employers on work placement
- Personal achievement and accreditation data
- SQA data
- QI visits and school reviews
- Analysis of other accrediting bodies as relevant
- Uptake, retention and pass rates of vocational programmes
- STEM action plan in place
- Minutes of GSA/Castlehead strategic leadership group
- Pupil, staff qualitative evaluations
- Student participation numbers
- School and GSA action plans



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