

Department of Business Operations and Partnerships

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Date: 12 April 2024

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TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; Ms F. Gilchrist; Ms D. Graham; Mr D. Morris; and Ms E Yedd.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 18 April 2024 at 10.00 a.m.**

The agenda of business is as listed below.

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DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **SEF Workstream 2 – Learning and Teaching Spotlight Presentation.**
4. **Education Scotland Report on Kirkhill Primary School – Report by Director of Education (copy attached, pages 3 - 10).**
5. **Education Scotland Report on St Luke's High School – Report by Director of Education (copy attached, pages 11 - 18).**
6. **Digital Learning and Teaching Progress – Report by Director of Education (copy attached, pages 19 - 26).**
7. **Review of Sustainable Rate for Early Learning and Childcare and Childcare Funded Provision – Report by Director of Education (copy attached, pages 27 - 30).**
8. **West Partnership Improvement Collaborative: Update Report for 2024-25 and Beyond – Report by Director of Education (copy attached, pages 31 - 34).**

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

A recording of the meeting will also be available following the meeting on the Council's YouTube Channel <https://www.youtube.com/user/eastrenfrewshire/videos>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON KIRKHILL PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Kirkhill Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Kirkhill Primary School; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Kirkhill Primary School and Nursery Class were inspected by a team from Education Scotland in December 2023. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

6. Kirkhill Primary School was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in March 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement.

8. The inspection team found the following strengths in the school and nursery's work:
 - The articulate and confident children who are very proud of their school. They are highly motivated and engaged in their learning and enjoy sharing knowledge with others.
 - The strong leadership and direction of the headteacher. Working closely with all staff, she builds and sustains a nurturing and inclusive school culture. This supports children very well to achieve and attain.
 - Teachers' evidence-informed professional development. They use their knowledge and skills very well to support and enhance learning across the curriculum. This is driving forward continuous improvement and securing positive outcomes for all children.
 - The school's approaches to science, technology, engineering and mathematics (STEM) skill-based learning. Children build and apply their skills and knowledge across the curriculum very well.
 - The very good progress children make in their learning. High levels of attainment and achievement are sustained across the school.
9. This is a very good report on an East Renfrewshire establishment.
10. It was particularly pleasing that the highly inclusive and nurturing ethos with a focus on children's rights was highlighted in the Summarised Inspection Findings:
 - *Senior leaders and staff work well together to develop a highly inclusive ethos. Children learn extensively about the importance of diversity and valuing others. Children who require additional support with their wellbeing are supported effectively to sustain attendance in class through nurturing approaches or targeted interventions. This is increasing children's engagement as they are supported effectively to be ready to learn.*
 - *Staff continue to embed the United Nations Convention on the Rights of the Child. Teachers and children work well together to develop and use helpful class charters. These are deepening children's understanding of their rights as learners. Staff consider and act on children's views to improve learning and teaching.*
11. The inspection team identified 2 areas for improvement:
 - Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning.
 - As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.
12. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Kirkhill leadership team to support its implementation.

13. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

14. Education Scotland will make no further reports in connection with the inspection of Kirkhill Primary School.

15. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

17. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Kirkhill Primary School; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
18 April 2024

Convener Contact Details

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Report Author

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Appendices

1. [Education Scotland report on Kirkhill Primary School](#)
2. Kirkhill Primary School Action Plan.

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12 March 2024

Dear Parent/Carer

In December 2023, a team of inspectors from Education Scotland visited Kirkhill Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The articulate and confident children who are very proud of their school. They are highly motivated and engaged in their learning and enjoy sharing knowledge with others.
- The strong leadership and direction of the headteacher. Working closely with all staff, she builds and sustains a nurturing and inclusive school culture. This supports children very well to achieve and attain.
- Teachers' evidence-informed professional development. They use their knowledge and skills very well to support and enhance learning across the curriculum. This is driving forward continuous improvement and securing positive outcomes for all children.
- The school's approaches to science, technology, engineering and mathematics (STEM) skill-based learning. Children build and apply their skills and knowledge across the curriculum very well.
- The very good progress children make in their learning. High levels of attainment and achievement are sustained across the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning.
- As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Kirkhill Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lisa Marie McDonnell
HM Inspector



Area for Improvement	Teachers should continue to provide further opportunities for children to lead actively their own learning in lessons. This should include helping children to understand better their strengths and next steps in learning				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to continue to improve</p> <p>Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve</p> <p>Almost all learners take an active role in their learning, taking ownership of their learning and leading learning in their classroom and beyond</p> <p>All learners have an understanding of and are able to articulate the value and positive impact that their leadership has on achievement, attainment and progress.</p>	Staff CLPL focussed on formative assessment approaches and current innovative practice	All teaching Staff	Ongoing	IOS Feedback Resources	School Improvement plan and standards and quality report
	Creation of KPS effective feedback “gold standard”	All teaching staff & pupils	By August 2024	EEF Teacher Feedback	
	Visits to other establishments – looking outwards	LT and all staff	Ongoing	A Little Guide for Teachers – Formative Assessment Clarke. S	Peer visit feedback
	Peer visits in school	All teaching staff	Termly		
	Further embed formative assessment approaches across learning	LT and all staff	Ongoing		Quality assurance Calendar
	CLPL on project based and play and enquiry based approaches throughout the school	LT and ERC CLPL	Ongoing	Outstanding Formative Assessment, Culture and Practice Clarke. S	Questionnaires
	Further embed approaches to enable children to lead learning within the classroom, ensuring their voice is weaved through learning, teaching, assessment and planning	LT and all staff	From August 2024	ERC CLT&A site	Learning observations
	Increase and improve the use of self and peer assessment to better support pupils to identify their own progress and next steps	All staff and pupils	Ongoing	HGIOS4? HGIOURS?	Professional dialogues
	Develop approaches across the school to sharing feedback during and after lessons to increase the impact	LT and teaching staff	Ongoing	Prof learning access online _ world Education Summit	Collegiate/Staff Meetings
	Continue to engage with Improving our School Programme				PRD processes Moderation

Area for Improvement	As planned, staff should continue to develop ways to support children to identify and reflect on the skills they are developing across the curriculum.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Creativity, entrepreneurship and innovation is embedded across the curriculum</p> <p>Meta skills are recognised, articulated and valued by practitioners and learners. All learners are able to articulate the value of these on learning, life and work</p> <p>Learners experiences are enriched by opportunities to develop creativity, curiosity and enquiry based approaches</p> <p>Learners are able to demonstrate their ability to transfer creativity skills to new contexts</p>	Staff CLPL on meta skills, project based and expeditionary learning	All teaching staff	From August 2024	Skills Development Scotland	School Improvement plan and standards and quality report
	Further develop the use of meta-skills passports across the school to enable learners to evaluate their progress and to recognise the skills they are developing across the curriculum	LT and key staff	Ongoing	Gen plus	Peer visit feedback
	Looking outwards visits in ERC and other local authorities	LT and all teaching staff	Ongoing	Meta-skills passports	Quality assurance Calendar
	Peer visits within school	All teaching staff	Termly	Proud profiles	Questionnaires
	CLPL on project based and play and enquiry based approaches throughout the school		June 2024	ERC CLT&A site	Learning observations
	Develop environments within the school to promote curiosity, enquiry and engagement in meaningful learning experiences	All staff	Ongoing	Examples of good practice; locally and nationally	Professional dialogues Collegiate/Staff Meetings
	Extend the range of qualitative data gathered to improve the planning cycle based on practitioners observations of learners	All staff	June 2024	West Partnership resources	PRD processes Moderation
	Continue to engage in Gen+ programme with P6 and P7	P6, P7 staff and LT	Pilot project and ongoing	Education Scotland resources	

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON ST LUKE'S HIGH SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on St Luke's High School.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the Education Scotland report on St Luke's High School; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. St Luke's High School was inspected by a team from Education Scotland in December 2023. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

6. The school was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in March 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found 2 aspects of the work to be very good: learning, teaching and assessment and raising attainment and achievement.

8. The report highlights exceptional practice across Scotland and highlights the following strengths:

- There is a very strong feeling of belonging and community, led effectively by the headteacher. This reflects the strong commitment to improving outcomes for all young people. The positive relationships provide a very caring, supportive learning environment. Young people feel well supported and encouraged to do their best.
- The strong leadership and strategic direction of the head teacher, working closely with staff, the cluster and local authority has very effectively led improvements in learning, teaching and assessment. This is having a positive impact in developing creative and engaging approaches to learning and teaching.
- The highly skilled staff have developed high quality, creative and engaging approaches to learning and teaching. Young people, including those with additional support needs, attain well because of these different approaches.
- Staff, with the support of senior leaders, ensure that barriers to learning, participation and achievement are being effectively addressed. Young people are improving their attendance, engagement and achievements at school through the well-developed, individual targeted supports.

9. It was particularly pleasing that the impact of the extensive professional learning by all staff that is resulting in outstanding and consistent learning and teaching throughout the school was highlighted by the inspection team, along with high quality and embedded assessment strategies:

- *Teachers use the agreed 'St Luke's Visible Learning Lesson' format very effectively to frame young people's learning. This format was developed by teachers after extensive professional learning and enquiry. There is now a shared and consistent approach to most lessons across the school.*
- *Assessment strategies are embedded firmly in the life and work of the school. Teachers use information gathered at points of transition to form a baseline from which to track learners' progress over time. They use a wide range of assessment strategies appropriately to monitor the progress of all young people. Teachers effectively draw on a range of formative assessment strategies in class to skilfully plan young people's next steps in learning. Teachers make effective use of learner conversations, ongoing feedback, peer and self-assessment and formative assessments which adds to this very strong practice. Young people benefit from regular opportunities to reflect on their progress and identify next steps with staff. Almost all young people in the senior phase have an accurate picture of their strengths and required next steps in learning.*
- *The St Luke's five learner dispositions of creativity, bravery, resilience, curiosity and independence underpin effectively teacher's approaches to planning learning across all curriculum areas. This reflects an agreed visible learning approach alongside the school-wide focus on the development of meta-skills. As a result, young people are developing their understanding of how they learn well. Additionally, the school-wide commitment to foster and develop these skills is helping young people recognise how they develop skills and attributes for life beyond school.*

10. The inspection team identified 1 area for improvement:

- Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment

11. Appendix 2 of this paper includes the action plan to address the agreed area for improvement. The Quality Improvement Service will work with the St Luke's leadership team to support its implementation.

12. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

13. Education Scotland will make no further reports in connection with the inspection of St Luke's High School.

14. The Quality Improvement Service will review the impact of the improvement (action) plan in addressing the agreed area for improvement and provide a progress report to parents within 2 years of the publication of the report.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

16. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on St Luke's High School; and,
- b) approve the action plan to address the agreed areas for improvement

Mark Ratter
Director of Education
18 April 2024

Convener Contact Details

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Appendices

1. [Education Scotland report on St Luke's High School](#).
2. St Luke's High School Action Plan.

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5 March 2024

Dear Parent/Carer

In December 2023, a team of inspectors from Education Scotland visited St Luke's High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- There is a very strong feeling of belonging and community, led effectively by the headteacher. This reflects the strong commitment to improving outcomes for all young people. The positive relationships provide a very caring, supportive learning environment. Young people feel well supported and encouraged to do their best.
- The strong leadership and strategic direction of the head teacher, working closely with staff, the cluster and local authority has very effectively led improvements in learning, teaching and assessment. This is having a positive impact in developing creative and engaging approaches to learning and teaching.
- The highly skilled staff have developed high quality, creative and engaging approaches to learning and teaching. Young people, including those with additional support needs, attain well because of these different approaches.
- Staff, with the support of senior leaders, ensure that barriers to learning, participation and achievement are being effectively addressed. Young people are improving their attendance, engagement and achievements at school through the well-developed, individual targeted supports.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Luke's High School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Inspection and Review | Education Scotland](#).

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E. Graham
HM Inspector

St Luke's High School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Teachers will develop their collective efficacy to coach and support one another to continue to refine our highly effective practice in learning, teaching and assessment.	Our new St Luke's Enhancing Collective Efficacy Professional Learning Programme will be designed by a team of staff during the summer term and launched for implementation in August 2024. The programme will support teachers to identify an area of practice which they wish to refine over the course of the year in partnership with another colleague. The programme will support and structure their partnership working and improvement activity with a focus on coaching and sharing practice.	Design Team All teaching staff	April – June (design) August – May (launch and implementation)	Time L and T Coach Photocopy VL Toolboxes Digital Toolboxes CLPL Programme	PRD CLPL Programme Learning Walks
Increased numbers of young people will achieve 5@6 by the end of S6. Increased numbers of young people will achieve 1@7 by the end of S6.	Further promote the S6 experience to ensure more young people stay on to the end of S6. Enhanced interventions for target groups throughout the year. Increased parental engagement to ensure young people maintain their chosen course of study following UCAS offers.	S6 DHT PT Attainment PST Curriculum FHs/PTs	May- June 24 Aug 24- April 25	Tracking and Monitoring Data Meeting time Year Group Conferences Timetable/enhanced curriculum offer Mentoring programme Study resources Post school support	Monitoring and Tracking Data Attendance SQA Exam Data

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationDIGITAL LEARNING AND TEACHING PROGRESS REPORT**PURPOSE OF THE REPORT**

1. The purpose of the report is to update Education Committee on the impact of, and links between, the digital learning and teaching strategy and the wider work of the department.

RECOMMENDATION

2. Education Committee is asked to note the continued progress of the delivery of Digital Learning and Teaching.

BACKGROUND

3. East Renfrewshire's Education Committee noted the [evaluation](#) undertaken on the department's previous digital learning and teaching strategy; and approved the new draft [Digital Learning and Teaching Strategy 2024-27](#) on 9 November 2023.

4. Education Committee requested the Director of Education bring forward to a future committee a report on the impact of its implementation, including in relation to the links between the digital learning and teaching strategy and the wider work of the department.

5. Committee also asked the Director of Education to provide further information on the expected impacts on pupil outcomes. The annual attainment and achievement performance presentation and Standards and Quality Report will detail pupil progress and the implementation of the strategy respectively.

6. East Renfrewshire Council's Education Department is fully committed to tackling inequity and inequalities to ensure educational outcomes of all East Renfrewshire children and young people, and the pedagogical skills of educators, are continually improved.

7. Digital literacy is an essential skill for the 21st century. East Renfrewshire's approach is to ensure that all children and young people have the opportunity to develop their digital literacy skills, from early years through to further and higher education.

8. Although the department continues to take a universal approach to improving outcomes, with clear intent on raising the bar for all, targeted approaches are employed to support specific equity groups including gender, ethnicity, additional support needs, care experienced and experience of poverty.

9. Our shared endeavour to firmly place equity at the heart of what we do, along with careful alignment between [national legislation](#) and Council wide, Regional and Education Department policies, provides us with our agenda moving forward.

10. Educators play a key role in supporting children and young people to develop their digital literacy skills. It is key that educators have the training and resources they need to use digital technology effectively in their teaching and learning.

11. The use of digital technology can help to extend learning beyond school. It aims to support parents and carers to use digital technology to support their children's learning at home.

12. Digital technology can play a vital role in promoting lifelong learning and employability, supporting future adults in East Renfrewshire to develop their digital literacy skills so that they can participate fully in the economy.

13. A full and comprehensive [report](#) on the progress previously made by the department to support digital learning and teaching was considered by Education Committee in November 2023.

REPORT

14. This report provides additional information detailing how the use of digital technology has impacted on wider work of the department. This work can be categorised under the following 4 key themes.

- Digital Equity
- The use of inclusive digital technologies to raise attainment for learners who require additional support (Additional Support Needs)
- Impact on experiences and outcomes, including in Literacy, Numeracy and Health and Wellbeing
- Parental Engagement and Involvement

Digital Equity

15. Our schools and ELC settings sensitively and discreetly manage their digital estate, making judgements and decisions around extending learning beyond the classroom by encouraging children to borrow devices for use at home.

16. Significant investment by the department has enabled a device to be purchased for every child living in SIMD 1, 2 and 3, with 2000 Chromebooks purchased and allocated to schools based on pupils living in these deciles. This investment outlined the commitment by the Council to address the poverty related attainment gap by ensuring digital provision for those children and young people living in poverty.

17. During the Covid global pandemic, an additional 1000 devices were provided to support learners during the periods of remote learning and to allow for inclusion and greater flexibility during periods of Covid-19 restrictions within school buildings.

18. As part of the Connecting Scotland/Scottish Government Digital Inclusion programmes, 61 Mi-Fi boxes and sim cards and 152 Chromebooks were allocated to secondary schools and 438 Chromebooks were allocated to primary schools in August 2020, ensuring both access and connectivity. As part of Connecting Scotland Phase 2, an additional 150 devices were secured, 78 of which were gifted to families in our ELC settings in areas of highest deprivation, with the remaining 72 Chromebooks gifted to learners within St Luke's and Barrhead High Schools in lower SIMD households.

19. Continued investment by the Education Department has ensured that our digital refresh programme has developed over the past four years. Establishments are now given greater choice in the types of devices that they can select in order to meet needs within their own context. Establishments know their learners best and are empowered to make decisions about the types of devices required within their own setting.

20. ELC settings and schools are encouraged to carefully manage and maintain devices as necessary to ensure continued access for those who need it most. They are also encouraged, where possible, to consider utilising carry forward funds/devolved school budget to support with upgrading digital devices to ensure continued high quality learning experiences for all pupils. This approach relies on continued engagement with the Council's ICT Service to ensure ongoing support across the digital technology estate.

21. All secondary schools and around half of our primary schools utilise the Bring your Own Device (BYOD) approach. Under the leadership of head teachers, our schools can offer both teachers and learners connectivity to free and filtered access to the internet using their own devices to support learning, teaching and assessment. The BYOD approach has been highlighted by national bodies as commendable practice during inspections of our schools. Whilst offering significant benefits, the roll-out of this scheme across all pupils and establishments relies on access to stable, high-speed internet connectivity. As with any resource, we would encourage responsible use. As part of the BYOD approach, all pupils and their parents must complete a responsible user agreement. This agreement sets out clear ground rules for the safe use of phones/devices.

22. Supplementing formal education, extracurricular digital clubs are targeted towards learners from more disadvantaged backgrounds. For example, recent grant funding awarded to East Renfrewshire Council through the Digital Xtra Fund is being used to deliver the DigiSTEMClub, for identified learners from Carlibar and St. John's Primary Schools.

The use of inclusive digital technologies to raise attainment for learners who require additional support (Additional Support Needs)

23. A Principal Teacher of Equity (Digital Inclusion) was recruited as part of East Renfrewshire's Scottish Attainment Challenge approach. The Principal Teacher plays a key role in supporting key equity groups to access a full curriculum.

24. Over the past 12 months, East Renfrewshire has been at the forefront of a project in conjunction with Education Scotland developing accessibility features of devices in classrooms. The exploitation of these accessibility features has increased direct access to learning for learners with Additional Support Needs.

25. Chromebooks are used widely in our establishments, and learners are now aware of the features that are available which will help them in all aspects of learning (examples such as dictation or talk-to-type, text to speech and display settings). Learners are encouraged to use the features whenever they feel they are relevant, under the notion that such features are 'necessary for some, but useful for all'. In addition, the department continues to explore opportunities for digital innovation, utilising new and emerging digital technologies to support learners. Such resources are available for all schools to utilise through the department's DigiHub when required.

26. Learners of English as an Additional Language (EAL) benefit from software such as translated subtitling within PowerPoint Online, translation features within Google Workspace for Education and the use of Immersive Reader. Investment in resource and training from the department has ensured the use of these features are becoming routinely used in classrooms

and have been shown to help EAL learners to effectively contribute and be a part of learning activity in our schools. This is particularly evident in the inclusion of our unaccompanied asylum seekers and children and young people from Ukraine in their learning in our schools.

Impact on experiences and outcomes, including in Literacy, Numeracy and Health and Wellbeing

27. One hundred percent of our schools have either achieved or are working towards Digital Schools Award, an externally recognised 3 step programme which assesses and recognises excellence in the use of digital technology in schools. East Renfrewshire is the first local authority in Scotland to achieve this outstanding standard across all schools.

28. Digital technologies are increasingly being used to provide high quality learning, teaching and assessment, including:

- Real time feedback on progress being provided through use of apps for formative assessment which allows practitioners to adapt learning experiences a continuous way.
- Digital tools being used to discreetly check in on learner wellbeing.
- Engaging learning activities and content such as quizzes and gamification.
- Flipped learning – teaching input videos are stored for use later during revision or viewed for homework before a lesson.

29. Recent benchmarking digital surveys demonstrate that most learners (86%) agree that digital devices help them learn in the classroom / playroom and most practitioners (82%) agree that relevant professional learning in digital technology has positively impacted on classroom practice.

30. The advancement of digital technology has also begun to reduce the workload and bureaucracy experienced by some staff. Digital approaches to planning, assessment and reporting have been highlighted during internal and external inspections as having a positive impact on reducing time spent on tasks, whilst easing access for parents.

31. Recent inspections by Education Scotland inspections, have confirmed the positive impact of digital technology on learning, teaching and assessment. This supplementary evidence can be found as Appendix 1 of this report.

Parental Engagement and Involvement

32. Empowering parents, informative sessions on online safety and the utilisation of the Safer Schools app are being organised for all establishments. Additionally, there is collaborative working plans with the Learn Well service aiming to enhance education for students facing Emotional Based School Absence and those in hospital settings. Moreover, establishing connections with the Adult Learning team further strengthens this comprehensive approach to addressing and minimising any further gaps in digital provision.

33. Our parents are also supported to access digital technology with regular local arrangements made in our ELC settings and schools for parents to drop in to carry out any digital related tasks linked to their child's learning.

34. At the Parent Council Chairs forum in February 2024, our Principal Teacher of Equity (Digital Inclusion) presented our new strategy to the group and provided an interactive workshop where Chairs had the opportunity to experience some of the digital resources being deployed across our ELC settings and schools.

Next Steps

35. There is no doubt that the accelerated development of Artificial Intelligence (AI) tools creates an opportunity to reform learning, teaching and assessment. It also creates a challenge for our ELC setting and schools to navigate in a safe and ethical way as currently there are no national regulations for this technology.

36. East Renfrewshire's [Digital Learning and Teaching Strategy 2024-2027](#), has identified the need to embrace the potential of AI, to ensure our children and young people benefit from this shifting culture.

37. In partnership with the Associate of Directors of Education (ADES) and the West Partnership, East Renfrewshire has committed its involvement in a project to develop a website of resources that can be used by local authorities and classroom practitioners as a toolkit to discuss the impact of AI on education. This initial step will build the knowledge and capacity of staff on the strengths and challenges of this approach and provide a baseline for the development work outlined in our strategy, complementing the work being taken forward through the Council's Digital Transformation Programme.

38. At our recent Head Teacher seminar in March 2024, Artificial Intelligence was on the agenda, with initial engagement and discussions taking place.

39. In addition, the Principal Teacher: Equity (Digital Inclusion), has begun to safely and proportionately engage staff across East Renfrewshire with Artificial Intelligence tools. These include Curipod, which supports the planning of learning and teaching, and School.AI, which is used by learners for research and revision tasks.

40. East Renfrewshire's [Digital Learning and Teaching Strategy 2024-2027](#) is a key part of East Renfrewshire Council's commitment to creating a digital community and will help ensure that East Renfrewshire is a place where everyone can thrive in the digital age.

41. The Digital Learning and Teaching Strategy 2024-2027 is an ambitious and forward-thinking plan that will help to ensure that East Renfrewshire is at the forefront of digital education.

FINANCIAL AND EFFICIENCY IMPLICATIONS

42. All actions outlined in this paper will be met from within existing budgets across both the Education Department and ICT Service, however the ongoing financial challenges faced by local authorities both in terms of capital and revenue budgets are recognised and how this may impact on resources available to continue to support implementation of digital innovation.

RECOMMENDATION

43. Education Committee is asked to note the continued progress of the delivery of Digital Learning and Teaching.

Mark Ratter
Director of Education
April 2024

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Appendix 1: Supplementary Evidence from Education Scotland Inspections of East Renfrewshire Schools.

Supplementary Evidence from Education Scotland Inspections of East Renfrewshire Schools.

“Teachers use digital technologies creatively across the curriculum to deepen and enrich children’s learning. For example, children in Primary 7 can access learning independently using teacher recorded video tutorials to re-visit taught concepts. Almost all children are skilled in using interactive boards, tablets, laptops and coding devices from the earliest level. For example, they use software applications to create surveys, infographics and edit their work. Children act as digital leaders to support digital literacy within classrooms and across the school. The school has achieved a Digital Schools Award, of which they are proud.”

(Neilston Primary School, Nov.2022)

“In all classes, teachers use interactive whiteboards frequently. In most classes, teachers use digital technology well to extend and enhance children’s learning. The school has received a Digital Schools Award. Children who are digital leaders are integral to rolling out digital technologies across the school. Children develop their skills in coding, computer-aided design and 3D printing very well. Partners support staff and children effectively to develop their digital skills. For example, children in P6 and P7 participated in a local authority coding event.”

(Crookfur Primary School, Feb.2023)

“Children use a range of digital technology well to enhance their learning across the curriculum. They are confident using tablets to research, record and present their learning. They access and use digital applications to help gather and share views and support their learning, for example to hear correct pronunciation in French. Across the school, children are developing well their coding skills using a range of devices and software. Virtual reality (VR) headsets are providing motivating stimuli to enhance learning. For example, children use the VR headset to explore what they see, feel and hear in the Arctic to support their writing. Digital leaders use their skills in digital technology to teach skills to other children.”

(Braidbar Primary School, May 2023)

“In almost all subject areas, learners’ experiences are enhanced by teachers’ creative use of digital technologies. This helps to engage learners and promote high levels of participation. For example, young people can access good quality digital feedback through an online application. Parents are able to access a digital feedback platform and this supports their engagement in their child’s learning. Most parents agree that staff, commendably, give them advice on how to support their child’s learning at home.”

“Most young people are very positive and clear about improvements they are making in their learning following regular feedback from their teachers, particularly via digital technology platforms. As a result, they are able to talk confidently about their strengths and what they need to do to improve, particularly in the senior phase. Young people are increasingly confident in describing the skills they are developing through learning activities. Young people benefit from regular conversations with their teachers to review their progress and agree targets and strategies for improvement.”

(Barrhead High School, Jan 2024)

“Staff have made significant improvements to digital technology pedagogy and resources. Digital technology is very effectively used by staff and young people across the curriculum to enhance the learning experience. This has led to the school becoming a mentor school for “schools in the local authority.”

“Almost all young people who require additional support with their learning are well supported in class. They are supported through, for example, differentiated materials, particular approaches to learning or through the use of digital devices and applications.”

“In S1 as part of school induction, young people develop their understanding of how to use a library and how resources, including digital technologies, can support them in their learning.”

(St Luke’s High School, Mar 2024)

“Teachers use digital technologies successfully as a tool to support teaching and to enhance learning experiences. Younger children scan matrix barcodes independently using a tablet to access games and texts. They demonstrate their mathematical knowledge by directing programmable floor robots and extend their literacy skills using writing tablets. In a few classes, children working at Curriculum for Excellence (CfE) second level, are using an online platform well to extend and share their learning experiences.”

“The headteacher and staff carefully consider the school’s equity and equalities strategy and meaningful ‘cost of the school day’ approaches. Senior leaders create and discuss demographic and equity overviews for each class. As a result, all staff have a sound understanding of challenges affecting the school community. They ensure financial constraints do not prevent any children from taking part in opportunities for learning and achievement. Staff provide free clubs, clothing, and equipment, and ensure all children have access to digital technologies to support their learning.”

(Kirkhill Primary School, Mar 2024)

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationREVIEW OF THE SUSTAINABLE RATE FOR EARLY LEARNING AND CHILDCARE
FUNDED PROVISION**PURPOSE OF REPORT**

1. The purpose of this report is to update Education Committee on a further review of the sustainable rate paid to Funded Providers for the provision of the Early Learning & Childcare (ELC) statutory entitlement and seek approval for the payment of the new rate from 1st April 2024.

RECOMMENDATION

2. Education Committee is asked to:
- a. Note the position of COSLA and the Scottish Government with regards to the sustainable rate paid to Funded Providers;
 - b. Approve an increase in the sustainable hourly rate to £6.32; and
 - c. Request the Director of Education arrange for the backdating of the new rate to Monday 1 April 2024.

BACKGROUND

3. Across Scotland, all 3- and 4-year old children, in addition to eligible 2-year old children, have a statutory entitlement of up to 1,140 hours of funded early learning and childcare (ELC) per year. This offer has been available to families across East Renfrewshire since August 2020, a full year in advance of the revised national implementation date of August 2021.

4. In line with the Scottish Government's *Funding Follows the Child* policy, families have flexibility in how they wish to access their child's entitlement and can choose the provider which best suits their preferences. Any childcare provider registered with the Care Inspectorate can deliver the statutory entitlement, so long as they meet the National Standard, have a place available and are willing to enter into a contractual arrangement with their host local authority. A wide range of different providers across the private, voluntary and independent sectors deliver the statutory entitlement across Scotland and are, collectively, referred to as Funded Providers.

5. The rate paid for the provision of the statutory entitlement is known as the sustainable rate. Each local authority is responsible for setting their own rate and national guidance is produced by the Scottish Government to support local authorities with this exercise.

6. Across East Renfrewshire, families have a wide range of choice as to how they wish to access their child's entitlement. In addition to 13 nursery classes and 10 family centres in the local authority sector, there are 12 private, independent and voluntary nurseries and 9 childminders working in partnership with the Council to deliver the entitlement. Families are also able to access their child's entitlement in settings across other local authorities and this is managed through the West Partnership Cross-Boundary Funding Protocol.

7. In August 2023, Education Committee approved the increase in the sustainable rate to £5.87 per hour. This new rate was an increase from the previous rate of £5.69, with the rationale behind the increase detailed in the report. Importantly, in line with the national guidance, the department consulted with Funded Providers through the rate setting process. In addition to the increase in the sustainable rate itself, Education Committee also approved an increase in the meal payment from £0.50 per hour to £0.57 per hour, up to a maximum of £3.42 per day. The new rates applied from the beginning of the 2023/24 session, being backdated to Monday 14 August 2023.

REPORT

8. Throughout 2023, a joint [review of the sustainable rate setting process](#) was undertaken by COSLA and the Scottish Government, published in December 2023. This review was informed through evidence gathered from a range of different stakeholders, including local government, professional associations and the private, voluntary and independent sectors. Through the review, concerns around the ongoing funding, affordability of provision and availability of staff within the sector continued to emerge. The findings of the review align with the issues that are raised by local Funded Providers within East Renfrewshire through our ongoing engagement.

9. The Scottish Government's Programme for Government, published in September 2023, set out a commitment to deliver funding to enable childcare workers delivering the statutory entitlement in Funded Providers to be paid at least £12 per hour from April 2024. This position was confirmed in the Scottish Government's budget set out in late 2023, confirming that local authorities were to be provided with £16million of additional funding in 2024/25 to support the delivery of this commitment.

10. Given the commitment that staff will receive £12 per hour from 1 April 2024, it has been necessary to introduce a mid-year increase to the sustainable rate. This represents a departure from the usual process whereby any review has been conducted in advance of the beginning of the school session in August.

11. Through national agreement at COSLA, it has been determined that all local authorities would adopt a fixed percentage uplift of 7.6% on their existing 2023/24 rate. Within East Renfrewshire, this will result in a new sustainable rate of £6.32 per hour, an increase of £0.45 on the existing rate.

12. As the increase is linked to the commitment to pay staff £12 per hour, it is not proposed that any separate increase in the food payment will be included. In addition to the previous increase to the food payment introduced from August 2023, the department continues to encourage participation in the Scottish Milk and Healthy Snack Scheme (SMHSS) which provides a daily £0.58 further funding to providers to support the provision of milk and snack for attending children.

13. The department continues to work very closely with all Funded Providers with a wider package of support, above and beyond the sustainable rate alone. This includes free at the point of access professional learning, access to a teacher and support from the department's

Educational Psychology Service and Early Years Development Officer. In addition, all Funded Providers are invited to East Renfrewshire Early Learning and Childcare Head of Establishment meetings, demonstrating the department's equitable provider neutral approach. This provides a platform for professional dialogue and ongoing support across all provision.

14. In advance of the new financial year, the department has updated Funded Providers to advise of the expectation that staff would receive at least £12 per hour and that funding would be provided through an increase to the sustainable rate in due course. As such, it is proposed that the new rate of £6.32 per hour be backdated for all hours funded from Monday 1 April 2024 onwards and officers will engage with Funded Providers to put the necessary arrangements in place.

FINANCE & EFFICIENCY

15. An additional £16 million has been provided for 2024/25 nationally by the Scottish Government to fund the increase in the sustainable rate required to meet the commitment to pay at least £12 per hour from April 2024, with £278,500 provided directly to the Council as our allocated share.

16. Based on the current demand, this additional funding meets the additional costs associated with the nationally agreed fixed percentage uplift. As the number of families choosing to access their child's entitlement in a Funded Provider varies on an annual basis, the department will continue to closely monitor ongoing affordability.

17. The department has noted the findings of the joint review of the sustainable rate setting process and the continued challenges facing the sector. Noting that any sustainable rate must also be financially sustainable from the perspective of the local authority, the department will continue to engage with Funded Providers across East Renfrewshire to inform future reviews of the sustainable rate, however, there is no guarantee of annual increases.

CONSULTATION

18. The Education Department continues to work closely with Funded Providers across East Renfrewshire, with regular meetings and ELC Forums providing opportunities for ongoing engagement.

CONCLUSION

19. The Council welcomes the additional funding being provided by the Scottish Government to support the increase in the sustainable rate paid to Funded Providers for the delivery of the statutory entitlement.

20. In line with the nationally agreed approach, it is proposed that a new rate of £6.32 per hour be introduced, backdated, from Monday 1 April 2024 to ensure the delivery of this new commitment.

RECOMMENDATIONS

21. Education Committee is asked to:

- a. Note the position of COSLA and the Scottish Government with regards to the sustainable rate paid to Funded Providers;
- b. Approve an increase in the sustainable hourly rate to £6.32; and
- c. Request the Director of Education arrange for the backdating of the new rate to Monday 1 April 2024.

Mark Ratter
Director of Education
18 April 2024

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
UPDATE REPORT FOR 2024-25 AND BEYOND**PURPOSE OF REPORT**

1. To inform East Renfrewshire's Education Committee of the plans for the West Partnership Regional Improvement Collaborative (RIC) following the national review of RICs undertaken by the Scottish Government and the associated reduction in funding for 2024-25 onwards.

RECOMMENDATION

2. Education Committee is asked to note and comment on the report.

BACKGROUND

3. Regional Improvement Collaboratives were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners.
4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
5. Education Committee noted the progress of the West Partnership in 2022-23 and the contents of its Improvement Plan for 2023-24 in September 2023.
6. At the end of June 2023 the Cabinet Secretary for Education and Skills announced a rapid review of the impact that RICs have had on supporting pupils and practitioners.
7. It was commissioned as part of the current education reforms, to inform future decisions on RIC support and further consideration of the future relationships between our new national bodies and local government in the area/s of educational improvement. This was the third review of RICs, with previous reports published [2019](#) and [2021](#).

REPORT

8. The [Scottish Government review](#) was published in January 2024; the Executive Summary set out six key themes:
 - o RIC engagement with, and support to, pupils and practitioners across early years, primary, special and secondary settings has continued to expand and deepen since the last evaluation of the RICs;

- evaluation of RIC supports by practitioners who are directly engaged with RICs are consistently strong;
 - while, as with other parts of a complex system, the collective impact of RIC supports on improved outcomes for children and young people cannot be quantified, a wide and increasing range of practitioner and pupil programmes are clearly evidenced;
 - while the number of staff engaged in regional activities at any time remains a minority, support has continued to increase with evidence suggesting that approximately 30% of schools engaged in some form of RIC activity across a school year, whether directly or through supports provided to school leaders and practitioners;
 - the use of research, data and evidence to focus and shape RIC supports, including evaluation from practitioners and others, is evidenced strongly; and,
 - RICs have continued to strengthen collaboration across and between local authorities, between RICs and with other partners.
9. The review noted that across Scotland RICs were engaging with approximately 30% of schools whilst accounting for 0.1% of education spending in Scotland.
10. Locally, the latest evidence demonstrates that during 2023-24 the West Partnership is reaching approximately 25% of staff across the region and has engaged with 87% of primary, secondary and special schools. In addition, qualitative evidence from the three workstreams continues to demonstrate how we have provided opportunities for collaboration and knowledge/confidence enhancement. (More detail is available in [West Partnership Interim Evaluation Report – January 2024](#)).
11. Committee will be aware that in a statement to Parliament in November 2023 the Cabinet Secretary indicated that it had been decided, in light of the review, that the funding for RICs would be tapered repurposing this funding to better support teachers in classrooms. Part of this change would include the setting up of the Centre for Teaching Excellence.
12. Funding for 2024-25 was clarified by the Scottish Government on 30 January 2024; RICs will be provided with 50% of the 2023-24 funding. For the West Partnership this amounts to around £750k.
13. Following confirmation of the funding the WP team have begun to finalise scenario planning to ensure the continuation of the highly effective programmes and networks on the 50% funding for the coming year.
14. Discussions with Directors and Chief Education Officers have highlighted the need for the West Partnership to continue to add value to the work of individual LAs and to continue the focus on:
- The aspiration to build a networked learning system across the West Partnership, thereby adding value to the work of individual Local Authorities;
 - Continued buy-in to maintain a strong collective focus on pedagogy; and
 - Support and scope for a flexible approach, to enable the participation of teachers, middle and senior leaders to shape and drive the work of the West Partnership more directly.
15. In planning for 2024-25 West Partnership officers are considering each programme, collaborative enquiry activity, professional learning activity and network against a set of criteria to establish which have the most significant impact and reach and where West Partnership activity is different from other local and national offers. As a RIC we are currently in the process of developing more detailed plans setting out the themes that we will continue to collaborate on and how these will be supported strategically and operationally in 2024-25 and then beyond.
16. Part of these plans will be setting out the required staffing in terms of the West Partnership Core Team for 2024-25 and what this might look like in 2025-26 and beyond.

17. The analysis and evidence will be used to inform the West Partnership Improvement Plan for next year. This will be the subject of a future paper to the Glasgow City Region Education Committee. Given the reduction in funding and staff team, discussion is taking place nationally about the expectations in relation to planning and reporting.
18. An update on the priorities, governance and staffing model will be presented at the next Glasgow City Region Education Committee at the end of May 2024.

FINANCE AND EFFICIENCY IMPLICATIONS

19. The Scottish Government has made £6 million of funding available nationally to support the work of RICs for financial year 2023/24. In 2024-25 only 50% of this funding will be available; in 2025-26 no funding will be made available by the Scottish Government for RICs.
20. The West Partnership's has been provided with the same funding in 2023-24 as 2022-23, a total of £1,515,500. In 2024-25 the West Partnership's funding will be £757,750.

PARTNERSHIP WORKING

21. The progress of the West Partnership has been recognised externally through research carried out by the Robert Owen Centre for Educational Change, Glasgow University (ROC). The ROC findings compliment that of the internal evaluation providing strong triangulation to internal evaluations. ROC evidence on the progress of the West Partnership was noted in the Scottish Government RIC report.

RECOMMENDATION

22. Education Committee is asked to note and comment on the report.

Mark Ratter
Director of Education
18 April 2024

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Background Papers

1. [West Partnership Improvement Collaborative Evaluation Report 2022-23](#)
2. [West Partnership Improvement Collaborative: Improvement Plan 2023-24](#)

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