

Local Improvement Plan 2024-27

East Renfrewshire Council Education Department



Everyone Attaining, Everyone Achieving through Excellent Experiences



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Foreword

I am very pleased to introduce the Education Department's Local Improvement Plan for 2024 – 2027.

Complementing the Council's Vision for the Future, the plan details the ongoing commitment to deliver the highest quality services for its residents, whilst setting out ambitious outcomes that captures our aspirations and expectations for all learners and customers.

We are justly very proud of the successes of Education in East Renfrewshire. Since the foundation of East Renfrewshire in 1996, we have continually focused on raising attainment and achievement for all of our children and young people. As Convener of Education, Equalities, Culture and Leisure I am very keen to know how all of our learners are doing, but I am fully aware that there are still groups of learners who need more help to reach their potential.

It is our moral imperative, to realise the Education Department's vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, and make a difference by improving outcomes for all, no matter the barriers to learning and achievement.

These are challenging times financially for local government, but we must take decisions in an equitable way, targeting resource to increase attainment and improve achievement for those who need and deserve better outcomes, whilst still focusing on raising the bar for all our learners.

Overall, this plan is a proactive and systematic approach to bring about improvement and reach higher levels of performance, effectiveness, and success. I warmly commend it to you, and invite parents, carers and all our other partners to work with the staff in our ELC settings, schools and services in securing the outcomes and impacts identified.



Councillor Andrew Anderson
Convener of Education, Equalities, Culture and Leisure



Everyone Attaining, Everyone Achieving through Excellent Experiences

In East Renfrewshire when you look at our vision, it is clear we have significant strengths and lots to be proud of as was evidenced in the department's Standards and Quality Report 2022 - 2023. We remain well placed as we look ahead to the timeframe of this plan 2024 - 2027 and beyond.

Our attainment levels remain very high, with our performance the highest in the country and our leaver destination information the highest to date with 98.5% of leavers in a positive destination.

Our ambition for all our children and young people is evident in all we do, therefore it is important that we focus rigorously on the quality of education we provide, and lead with both ambition and authenticity, to ensure that we improve the outcomes and results for all, particularly those who need us most. In terms of producing change, we have always had that focus in East Renfrewshire on continuous improvement. As we seek to navigate the next 2-3 years we need to have the right priorities and actions in place to support improvement. I believe this plan has these priorities and actions.

I make no apology for my desire for East Renfrewshire to be a world class learning environment, with Everyone Attaining and Everyone Achieving, however it is imperative that in our ELC settings, schools' and services that we also cultivate positive values and attitudes, igniting that joy and love of learning, which leads to curiosity, creativity and a commitment to lifelong education. We want not only to have the highest attainment in Scotland, we also want our learners to be happy, confident, resilient, engaged, motivated, ambitious, social, caring, empathetic, reflective, and independent. Our ELC settings and schools commitment to regularly review and plan a curriculum that is relevant and meets learners' needs, along with a continued focus on high quality learning, teaching and assessment, will enable us to continue to deliver Excellent Experiences and realise these aspirations for all of our children and young people.

This plan is the strategy that underpins our vision. The 'how and what' of Everyone Attaining, Everyone Achieving through Excellent Experiences. Four key areas have been identified as the main drivers of the plan. Each driver is closely aligned to the National Improvement Framework 2024 and details the key outcomes, impact and activities of the Department for 2024 – 2027.

Collaboration is a key driving force behind the successful implementation of our Local Improvement Plan 2024 – 2027 and for collaboration we need a 'unity of purpose' within our learning system as we strive to improve outcomes and experiences for all our learners. Vital to this unity is the Council's values of trust and kindness. Going forward, demonstrating these values in simple practical ways will be fundamental in ensuring we continue to create a culture which is cohesive and in which we can all achieve.

I would like to thank all of you in advance for your commitment and contribution to the continued success of East Renfrewshire.



Mark Ratter
Director of Education



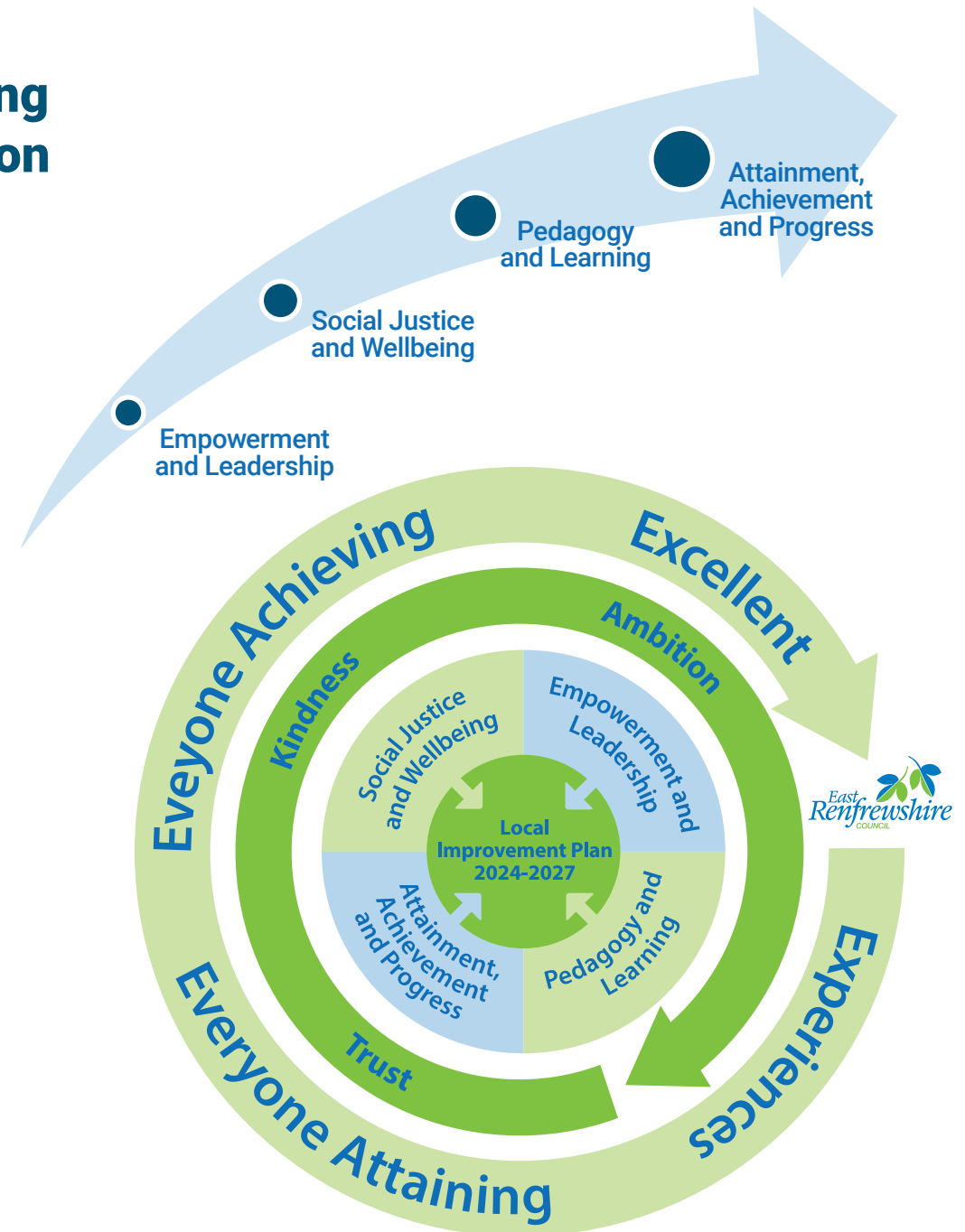
Everyone Attaining, Everyone Achieving through Excellent Experiences in Action

Through extensive engagement with our pupils, staff and parents we have identified four priorities for 2024 - 2027 which will enable us to achieve our vision. Our Local Improvement Plan for 2024 – 2027 is organised under these areas.

The Local Improvement Plan outlines the high level areas for improvement for all services, ELC settings and schools and is informed by the Council's Vision for the Future and Outcome Delivery Plan. Links between the National Improvement Framework priorities and drivers have been incorporated into the plan. The West Partnership Improvement Plan 2023/24 sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

This plan lists the expected outcomes and impact under the four key priorities. This is a high level plan which contains a list of areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. Complementing this plan are other key documents and strategies which detail additional performance measures, ensuring alignment, cohesion whilst avoiding duplication. The list is extensive but it is not intended that each ELC setting, school or service should include every strand, or even every key area, in its improvement plan for the next three years.

The purpose of this Local Improvement Plan is to help and guide individual settings, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.



Empowerment and Leadership

East Renfrewshire Education Department has strived to build an empowered, connected, self-improving education system focusing on excellence through equity for all children and young people. ELC settings, schools and services are empowered well to lead improvements in education provision. They have the responsibility, ownership and accountability, within flexible frameworks of guidance and support, to bring about improvement within their own context. Using self-evaluation and the department’s Local Improvement Plan, which aligns local and National Improvement Framework priorities, leaders are able to identify individual areas for improvement.

We are committed to empowering minds, shaping futures and fostering lifelong learning through high quality education. To do this we will support and promote professional learning

and leadership development which focuses on building capacity at all levels for improvement with a focus on learning and teaching, curriculum and improving outcomes for all learners.

The department will continue to foster a supportive environment where all children, young people, parents and staff feel valued, encouraged and equipped to take initiative and make meaningful contributions to school improvement.

Collaboration within, across and beyond ELC settings, schools and services in our local authority is the synergy which will enable us to achieve our collective goals and aspirations for learners, parents, services, staff, partners and the school community.

National Priorities

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

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
School and ELC Leadership Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement School and ELC Improvement Performance Information	<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce • A culture of professional enquiry in all establishments • An increase in the percentage of schools evaluated as ‘good’ or better for leadership of change • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement in their children’s learning and in the life of the school 	<ul style="list-style-type: none"> • Implement the revised leadership strategy. • Continue to implement the Parental Engagement and Involvement Strategy 2021 – 2024. • Build system capacity to support continuous improvement through robust self evaluation processes and high quality career long professional learning. • Continue to prioritise staff agency to support with the reduction of workload and bureaucracy in all establishments.

Social Justice and Wellbeing

The importance of relationships across the system cannot be underestimated. We must ensure a culture where children and young people are listened to, and their views valued and acted upon by a skilled, knowledgeable, confident and compassionate workforce. East Renfrewshire’s Healthier Minds Framework is designed to ensure all children, young people, families and staff have the information, support and help to understand and foster mental wellbeing. Everyone who features in the life of children and young people has a role in contributing to this.

East Renfrewshire’s Social Justice Framework makes it clear that promoting equality should be understood as a way of leading learning, teaching and assessment - not as an additional task or a separate area of the curriculum. We cannot predict what the world or society is going to be like in the future, therefore we must build an education system focused on equality, equity and children’s rights.

The Education Department will continue to focus on improving redistribution, recognition and representation in six key areas of practice: use of resources; learning, teaching and assessment; relationships with learners, families and the community; recruitment and retention; professional learning and development and curriculum design to ensure we meet the needs of all in East Renfrewshire ELC settings, schools and services.

We must continue to invest in improving the experience of inclusion for all pupils, personalising support and meeting individual needs in an educational context that is meaningful and engaging for the individual child or young person are what make the difference. It’s not easy. It requires high levels of commitment, hard work, flexibility and creativity. Our Educational Psychology Service play a pivotal role in supporting pupils and parents, whilst building staff capacity to meet learners’ needs. Resources are of course hugely important. So are attitudes, values, mindset and staff wellbeing.

National 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**

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
School and ELC Leadership Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement School and ELC Improvement Performance Information	<ul style="list-style-type: none"> • A rights based culture, centred on Getting It Right For Every Child • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed • Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children • Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour • A positive culture in health and wellbeing in every school and service • Resources which lead to improvements for learners and service users • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities 	<ul style="list-style-type: none"> • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund. • Continue to implement the recommendations from both the National ASL review and the Department’s ASN review, including providing professional learning around inclusive practice in ELC settings and schools. • Continue to implement the Social Justice Strategy 2022 - 2026. • Enhance emotional and mental wellbeing and build upon positive relationships to meet the needs of children, young people and families. • In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh.

Pedagogy and Learning

Children and young people need to learn and develop the skills, abilities and resilience to adapt to situations that they may face in the future. Although knowledge is important, we must have an education system that teaches children how to access and apply knowledge. A system that motivates and inspires learners and nurtures a love for learning and learning behaviour for life. Children and young people should be able to identify as learners and have an understanding of what that means. We need a world class system in terms of qualifications; however we want children and young people to have learned how to learn and have the capacity to continue to learn beyond school.

High quality pedagogy from early years to senior phase is required, within a curriculum that is relevant, flexible and responsive. We will continue to maintain a weighting on literacy,

numeracy and health and wellbeing, however other areas must be decluttered, to ensure the vision and principles of Curriculum for Excellence as a skills based curriculum, that encourages creativity, curiosity, problem solving and other transferable skills is realised. We will invest in professional learning, to support understanding of the balance between knowledge and skills, especially in the secondary sector.

We will continue to support and challenge ELC settings and schools to review and improve their curriculum and learner pathways, ensuring adherence to the seven design principles of Curriculum for Excellence – challenge and enjoyment, breadth, coherence, personalisation and choice, relevance, progression and depth.

National Priorities

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- **Improvement in achievement, particularly in literacy and numeracy**
- **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**

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Parent/Carer Involvement and Engagement School and ELC Improvement Performance Information	<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A skilled and confident workforce • A culture of professional enquiry in all establishments • An increase in the percentage of schools evaluated as 'good' or better for leadership of change • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement in their children's learning and in the life of the school • An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment • A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it 	<ul style="list-style-type: none"> • Continue to build the capacity within the system to ensure all establishments provide a curriculum that is unique to the community it serves and meets the needs of all its learners. • Continue to implement the Numeracy and Mathematics Strategy 2023 – 2026. • Update and implement the Literacy Strategy 2024 – 2027. • Implement the Digital Learning and Teaching Strategy 2024 – 2027. • Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.

Attainment, Achievement and Progress

East Renfrewshire’s Education Department is highly ambitious for all its children and young people. Our role is clear in that we have to create the right conditions and learning experiences to enable our pupils to flourish as individuals. We make no apologies for our aim of being the highest performing mainland authority in Scotland in terms of Curriculum for Excellence and Senior Phase attainment. Attainment and progress reflects the acquisition of knowledge, skills and goals of our children and young people. Attaining provides a sense of accomplishment, builds confidence, and often opens the doors to new opportunities, further growth and learning.

It is vital that our curriculum and pedagogy is matched appropriately to the needs of our learners, ensuring all have the right weighting of challenge and support to enable them to make appropriate progress and attain.

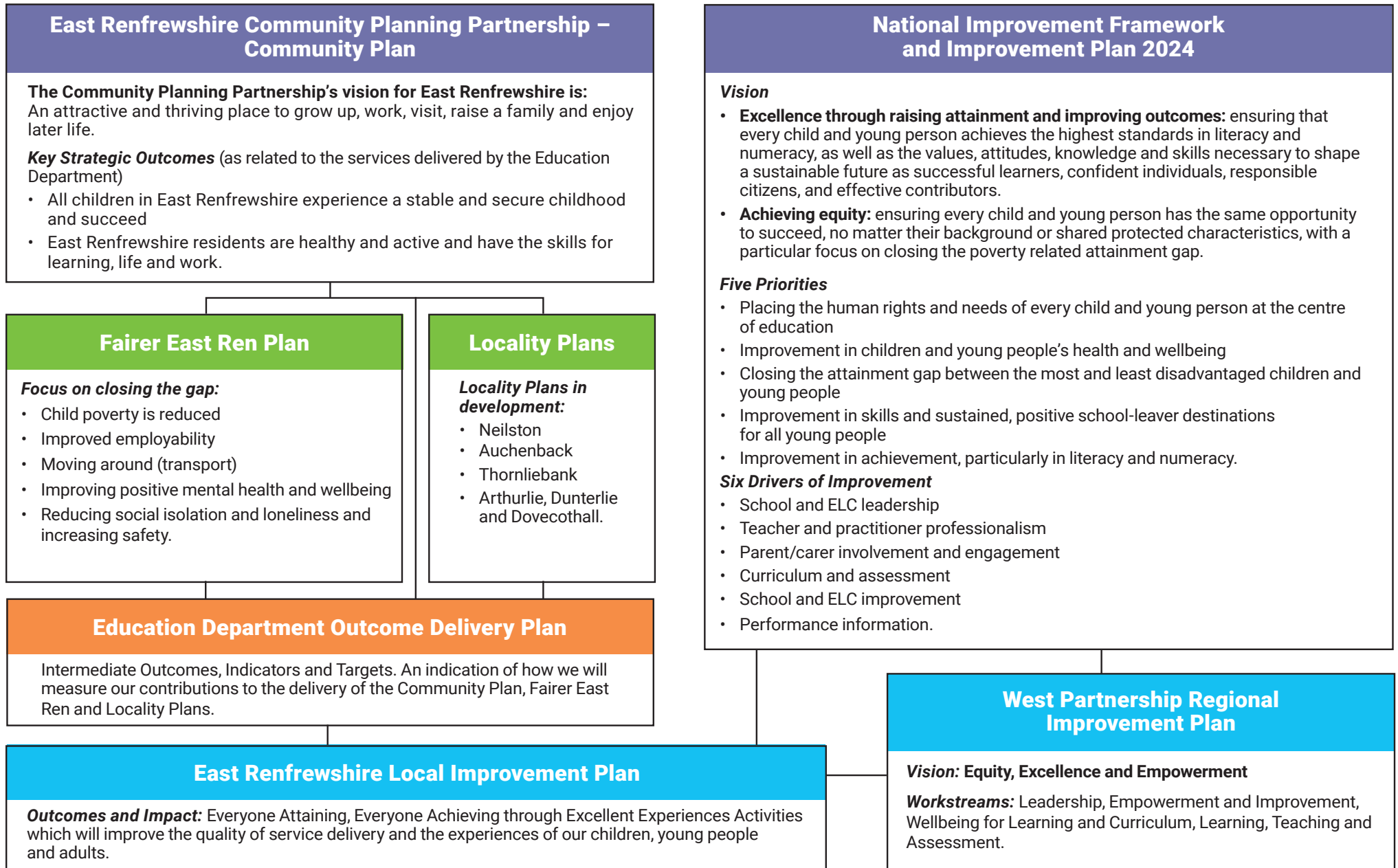
By creating an ethos of achievement and high expectations within a culture of self-improvement in all ELC settings, schools and services, we would look to see all our children, young people and adults attaining at the highest level. We are fully aware that not all learners have the same opportunities, therefore equity is at the heart of our approach to attainment. We will ensure our ELC settings, schools and services are resourced to make a difference for those who need them most.

National Priorities

- Improvement in achievement, particularly in literacy and numeracy
- 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

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment School and ELC Improvement Performance Information	<ul style="list-style-type: none"> • Be the highest performing mainland council area as measured by national examinations for school leavers • Improved attainment in the senior phase • An increase in the number of pupils, school leavers and adults with well-developed employability skills • Be the highest performing mainland council area as measured by Curriculum for Excellence levels • Improved literacy and numeracy attainment throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in the percentage of schools evaluated as ‘good’ or better for raising attainment and achievement • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school • Continue to be the highest performing mainland council area as measured by the annual participation measure for school leavers • A further improvement in school leaver destinations • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements 	<ul style="list-style-type: none"> • Invest in data and collaborative inquiry to support and challenge schools to develop their approaches to tackle the attainment gap. • Continue to implement the Developing the Young Workforce Action Plan 2022-2025. • Offer a range of learning opportunities for adult learners to gain skills for learning, life and work. • Continue to work in partnership with ELC settings, schools and ERC Culture and Leisure Trust to ensure all children and young people have high quality opportunities for achievement that are recognised and celebrated. • Continue to build capacity of the department and schools to gather information on pupils’ progress in all curricular areas and in developing the four capacities of Curriculum for Excellence (successful learners, confident individuals, effective contributors and responsible citizens).

Plan Structure







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Faodar am pàipear seo fhaotainn ann an Gàidhlig agus ann an cruthan eile mar ann an clò mòr agus Braille. Airson tuilleadh fiosrachaidh, feuch gun cuir sibh fios gu Customer First air 0141 577 3001 no post-d gu customerservices@eastrenfrewshire.gov.uk

इस सूचना-पत्र मे उल्लेखित सूचना यदि आप हिन्दी अनुवाद मे चाहे तो कृपया सम्पर्क करे।

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اگر آپ اس لیفلیٹ میں درج معلومات کا ترجمہ اپنی زبان میں چاہتے ہیں تو ہم سے رابطہ کریں

