

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

26 SEPTEMBER 2024

Report by Director of Education

PROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK

PURPOSE

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

RECOMMENDATION

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

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish Education. The framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The [Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#), which was published in December 2023, includes 5 priorities:

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

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

5. The priorities set out in the NIF mirror our own aspirations set out in our [Local Improvement Plan 2024 - 2027](#), West Partnership Improvement Plan and Strategic Equity Plan.

6. The annual Standards and Quality Report provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the five national priorities as set out in the National Improvement Framework (NIF).

REPORT

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

8. Evidence for the report (Appendix 1) is gathered annually through a range of activities designed to provide support and challenge to schools and centres. The ERC Summary 2023-24 and included evidence is based on the Scottish Government template and prompts provided in previous years and was gathered from the following sources:

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

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

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

- 36 educational establishments hold the Rights Respecting Schools award with 17, an increase of 2 on last year, at Gold level.
- One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2023-24.
- Attainment information from 2020-21 to 2023-24, indicates the proportion of P1, P4, P7 pupils living in quintile 1 attaining expected levels in reading, writing and numeracy has increased, leading to the closing of the poverty related attainment gap.
- 98.7% of school leavers in 2023 made a positive next step in their development; the highest proportion ever recorded in East Renfrewshire, with the previous best being 98.5% in 2021-22. It is the highest positive destination rate of any local authority in Scotland and well exceeds the national average of 95.9%;
- 96.9% of East Renfrewshire 16-19 year olds were participating (Annual Participation Measure) well above the national figure of 92.7% and the highest proportion nationally of young people actively participating in society in a positive way.
- The attainment of S3 pupils entitled to a free school meal and those residing in quintile 1 has increased across literacy and numeracy at a greater rate, leading to the poverty related attainment gap narrowing significantly.

11. In relation to the drivers of improvement included within the NIF and Local Improvement Plan, next steps include:

- Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund;
- 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 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); and
- Build system capacity to support continuous improvement through robust self-evaluation processes and high quality career long professional learning.

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

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

COLLABORATION

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

RECOMMENDATION

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

Mark Ratter
Director of Education
26 September 2024

Convener Contact Details

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
Tel: 07341 640 825
Tel: 0141 577 3107
andrew.anderson@eastrenfrewshire.gov.uk

Report Authors

Kathleen McGuire, Quality Improvement Manager
Tel: 0141 577 3865
Kathleen.McGuire@eastrenfrewshire.gov.uk

Janice Collins, Head of Education Services (Quality Improvement)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Appendix

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

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

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • How is progress evaluated to demonstrate implementation of UNCRC? • Are the principles of Learning for Sustainability being embedded in local improvement planning? • Development of youth voice • Any professional learning to raise awareness and support staff development in this area. 	<p>East Renfrewshire Council and its partners have taken various steps to progress children’s rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.</p> <p>There has been a range of training opportunities and professional learning in relation to children’s rights. Career Long Professional Learning (CLPL) has been delivered in partnership with the West of Scotland Development Education Centre, UNICEF and through the West Partnership to raise awareness of Children’s Rights, linked to the UNCRC Incorporation Scotland Act 2024. In authority questionnaires, most pupils (88%) agree that their school helps them to understand their rights.</p> <p>Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process. Recent school accreditation visits have led to Rights Respecting Gold Awards for Carolside Primary School, Hillview Primary School and McCready Family Centre. UNICEF highlighted the knowledge of rights across the establishment’s community and a strategic approach to embedding right based approaches at the core of the establishment’s ethos. 36 educational establishments hold the Rights Respecting Schools award with 17, an increase of 2 on last year, at Gold level.</p> <p>Following a successful bid for Scottish Government funding, in partnership with East Renfrewshire’s Community Learning and Development (CLD) team, an East Renfrewshire Children and Young People’s Rights Association has been established. This involved workshops being delivered in all secondary schools and with our primary Pupil Council, with the aim of increasing awareness of children’s rights and achieving a wide and representative membership of the committee.</p> <p>The Children’s Services Plan 2023-26, directly links to our commitment to promoting and protecting children and young people’s rights. The plan is underpinned by the national GIRFEC wellbeing framework, which provides a consistent approach and shared</p>

	<p>language for our ELC settings and schools, ensuring children, young people and their families get the right support at the right time from the right people.</p> <p>The Social Justice Strategy 2023-26 and accompanying Social Justice Framework outline practical guidance for schools on promoting equality, diversity and inclusiveness through six key areas of practice: curriculum design; learning, teaching and assessment; relationships; professional learning and development; recruitment and retention; and use of resources.</p> <p>A wide range of collaborative improvement activities and professional learning sessions took place throughout the year to advance the strategy. Over 260 practitioners attended equality and diversity-focused twilight professional learning sessions led by the Quality Improvement Team, and were highly evaluated by participants.</p>
	<p>Next steps / Challenges</p>
	<ul style="list-style-type: none"> • Continue to implement the Social Justice Strategy 2023 - 2026 • Provide ongoing training and professional learning linked to UNCRC ensuring children's rights are reflected in relevant plan. • We will continue to work with our educational establishments and other services across the council to embed the duties on the UNCRC Incorporation Scotland Act 2024.

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

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, 	<p>All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families.</p> <p>In questionnaires, most pupils (85%) agreed that the staff supported them with their wellbeing and most parents (85%) agreed that the staff support their child's emotional and mental wellbeing. One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2023-24.</p> <p>Following consultation with learners in all secondary schools, a working group produced a Personal Social Education Skills Planner which has been used to plan progression within experiences and outcomes relating to health and wellbeing (HWB).</p>

<p>mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences.</p> <ul style="list-style-type: none"> • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education? 	<p>The framework promotes and supports effective learning and teaching methodologies which stimulates the interests of learners. Across schools there is a particular focus on mental and emotional wellbeing with staff participating in professional learning to build the capacity of all staff to support children and young people's health and wellbeing.</p> <p>In session 2023-24, the education department supported a series of collaborative improvements visits across Home Economics and Physical Education Departments. Staff in each of our seven secondary schools worked together in order to support their self-evaluation processes. The report highlighted a number of strengths and next steps with a focus on continuing to develop the HWB curriculum in the Broad General Education.</p> <p>The Educational Psychology Service continues to support children's mental and emotional wellbeing through the Healthier Minds and Learn Well Service. In 2023-24, 40 multi-agency screening hubs took place where 412 children and young people were discussed, including 97 re-referrals (9% increase in referrals from the previous session).</p> <p>148 children, young people and/or families were supported by the Healthier Minds team and 145 were referred to our commissioned youth counselling service with the most common reasons for referral being anxiety, low mood, self-harm and suicidal ideation.</p> <p>97% of the children and young people who received support from the Healthier Minds team reported improved outcomes and all parents and carers who completed the parental evaluation reported that they would recommend the service to others.</p> <p>To build capacity to support children and young people's emotional wellbeing throughout the authority we commissioned an additional cohort of 18 staff (Education & HSCP) to complete the Cross Reach Counselling Skills Approach course. This was highly evaluated with staff reporting they feel more confident to support a young person in distress.</p> <p>Through the Healthier Minds Network there have been 15 professional learning sessions, covering a range of topics, provided for over 200 staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations.</p> <p>The Learn Well Service continues to support young people (S1-S4) with their learning and wellbeing during periods of significant, long-term Emotionally Based School Absence (EBSA). These young people have a wide range of additional support needs, most commonly relating to autism, mental health challenges, and or trauma.</p> <p>The range of support offered by the service includes:</p> <ul style="list-style-type: none"> • individual and group based learning focusing on English and the preferred subject areas of the individual; • holistic wellbeing experiences; • social connection opportunities; • practical and emotional assistance, and advice to young people and families; • home visits;
--	---

	<ul style="list-style-type: none"> • graded exposure plans around social, wellbeing and learning opportunities; • development of strong working partnerships through parental / carer engagement and empowerment. <p>Staff highly evaluate the support offered and report increased engagement and participation by young people accessing support.</p> <p>The Learn Well Service also works to build capacity within our schools. This session, 23 pastoral care teachers across the secondary sector received training in the application of our local EBSA guidance. Almost all practitioners agreed or strongly agreed that the training supported their practice, that they had learned helpful information about EBSA which would help them fulfil their role in supporting children and young people who find it difficult to attend school.</p>
	<p>Challenges and Next steps</p>
	<ul style="list-style-type: none"> • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan (Strategic Equity Fund Plan 2024/2025). • In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC Plan, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh.

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

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

Successes and impact

<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had 	<p>East Renfrewshire Council is strongly committed to improving outcomes and raising attainment and achievement for all learners. The Education Department’s Vision statement aligns with our Strategic Equity Fund (SEF), Pupil Equity Fund (PEF) and Care Experienced Children and Young People (CECYP) plans.</p> <p>A Thematic Review of PEF was undertaken during the summer term 2023 and the outcomes of this were shared with all head teachers in August 2023. The strengths and areas for improvement identified by the review were used throughout 2023-24 to support and challenge schools to further improve outcomes for children and young people affected by poverty. Key activities included:</p>
--	--

significant impact on addressing the poverty related attainment gap.

- Targeted support from the Quality Improvement Team and Education Scotland Attainment Advisor to support schools to develop robust plans and effective measures of impact.
- Support for Equalities Coordinators to expand the range of data used to measure impact and identify areas for further improvement.
- Opportunities for support and challenge through head teacher Peer Evaluation Groups (PEF Quads) supported by the Quality Improvement Team.
- A relentless focus on outcomes for children and young people in key equity groups in analysis of attendance and attainment data.

Analysis of the PEF Quads process in 2023-24 indicated that schools are committed to raising the attainment of all and closing the poverty related attainment gap. The use of effective evidence based interventions along with an increasing awareness of, and use of, wider poverty risk factors to plan support for children and young people is leading to increased attainment.

Stretch Aims

East Renfrewshire's 3 year stretch aims were submitted to the Scottish Government, along with an accompanied outline trajectory for progress in September 2023. As detailed in Scottish Government guidance, our stretch aims are ambitious within our local context and take into account previous years' attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress. During session 2023 / 2024 (year 1) progress towards achieving these stretch aims was recorded. With the closing of the poverty related attainment gap evident across most of the key measures, we have a platform for continued progress this session (2024/2025).

Primary Attainment – Closing the Gap

Considering attainment information from 2020-21 to 2023-24, the proportion of P1, P4, P7 pupils (all) attaining the expected levels of attainment in reading, writing and numeracy has remained consistently high, however the attainment of children entitled to a free school meal and those living in decile 1 or 2 areas has increased during this period; this evidences significant progress by schools to close the poverty related attainment gap, and consequently advancement

It should be noted that the numbers of those children registered for Free School Meals and/or living in quintile 1 represent a small percentage statistically (approximately 8%) of this demographic in East Renfrewshire.

Secondary Attainment - Fourth Level

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

	<p>In the past 5 years, the proportion of S3 pupils attaining CfE level 4 has increased across literacy and numeracy. The attainment of children entitled to a free school meal and those residing in SIMD quintile 1 has increased at a greater rate, indicating that the poverty related attainment gap has narrowed significantly.</p> <p><u>Secondary Attainment</u> – Senior Phase</p> <p>Both the presentation rate and pass rate for National 5 and Higher examinations indicates a widening of the poverty related attainment gap for secondary pupils. This is despite progress recorded during 2020 and 2021 where the gap narrowed significantly for both measures. It should be noted that in 2020 Scotland's school exams were cancelled for the first time ever, with the country locked down due to the coronavirus pandemic, and the Scottish Qualifications Authority initially drawing up results using a system which took teacher estimates for each pupil, before moderating these based on results from previous years. In 2021, the Alternative Certification Model (ACM) was adopted to support learning, teaching and assessment following the cancellation of exams on public health grounds.</p> <p>Appendix 1 of this report provides further detail of progress towards the stretch aims and closing of the poverty related attainment gap.</p>
	<p>Challenges and Next steps</p>
	<ul style="list-style-type: none"> • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund. • In partnership with Education Scotland (Attainment Advisor) continue to strengthen approaches to central quality assurance of the use of PEF. • Continue to develop practitioners' knowledge and understanding of leadership for social justice, including: poverty aware practice; approaches to gathering and analysing data; curriculum, learning and teaching for equity.

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

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

	Successes and impact
<p>Prompts</p> <ul style="list-style-type: none"> • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage. • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. • The range and quality from 'engaging' to 'influencing' of education-employer partnerships. • Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications. 	<p>The Developing the Young Workforce (DYW) plan aims to expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work. Progress in this area has been enhanced with the increased number of partnerships, between employers and schools. School Leaver Destination data also evidences a slight increase in the number of pupils entering employment straight from school.</p> <p>A successful Employer Engagement event in May 2024, has contributed to the increase in employer partnership. The event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers. Our partnership with Skills Development Scotland (SDS) has ensured that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. Education Scotland and SDS supported the education department to offer professional learning on Developing the Young Workforce to all probationer teachers.</p> <p>A professional learning session on 'Developing Employability Skills as part of the Curriculum', was well attended and positively evaluated by teaching staff. Mearns Primary School showcased how SDS's Meta Skills Framework is embedded across the curriculum. Following the professional learning, most schools have a focus on further developing their skills based curriculum to include employability and Meta Skills.</p> <p>Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for the workplace of further education. In 2023-24, in partnership with a wider range of Further Education providers, East Renfrewshire offered more than 60 courses, ranging from SCQF Levels 1 to 8. The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering further support as required. Appendix 1 provides detail of vocational attainment performance.</p> <p>The highest ever proportion of pupils leaving East Renfrewshire schools went on to university, college, work or training. A total of 1,353 young people left East Renfrewshire schools in 2022-23, and in statistics published by the Scottish Government it has been confirmed that 1,336 (98.7%) had made a positive next step in their development. This is the highest proportion ever recorded in East Renfrewshire, with the previous best being 98.5% in 2021-22. It is the highest positive destination rate of any local authority in Scotland and well exceeds the national average of 95.9%. East Renfrewshire has compared favourably against the Virtual Comparator, West Partnership and national averages for this measure over the past five years. In all of East</p>

Renfrewshire’s secondary schools, more than 98% of school leavers achieved a positive destination. In Barrhead High School and Woodfarm High School, 100% of their school leavers moved into a positive destination.

From summary statistics for follow-up leaver destinations for the same 2022-23 cohort, 97.5% of East Renfrewshire school leavers were in a positive destination in April 2024, our highest ever proportion and comparing favourably to the national rate of 92.8%. These are the latest figures on 2022-23 leavers which are reported on in February 2024.

As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government’s National Performance Framework as the measure of young people’s participation in education, employment, training or other positive post school destination. In 2024, 96.9% of East Renfrewshire 16-19 year olds were participating in a positive outcome, well above the national figure of 92.7% and the highest proportion nationally of young people actively participating in society in a positive way. A stretch aim of 91.5% was set for young people living in quintile 1, this was not reached with 90.6% of young people recorded as participating. The target of 98.4% for young people in quintile 5 was not met with 98.0% recorded, meaning the poverty related gap increased from 3.6% to 7.4%. The table below details the stretch aims set and current performance (in brackets).

Proportion of 16-19 olds participating in education, employment or training:				
Annual Participation Measure produced by Skills Development Scotland				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7% (96.9%)	95.5% (91%)	98.5% (98%)	3% (7%)
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%

Challenges and Next steps

- Continue to implement the Developing the Young Workforce Action Plan 2022-2025.

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

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted to improve literacy and numeracy. 	<p>Quality assurance and moderation remains a key focus of the National Improvement Framework in East Renfrewshire. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 11 years and is committed to continuing this work across all sectors.</p> <p>Collaborative Learning Networks (CLN) provide a structure for practitioners in early years, primary and ASN settings to focus on progression within and across Curriculum for Excellence (CfE) levels. The CLN model supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity throughout the academic session.</p> <p>780 practitioners across early years, primary and special sectors, including a specific network for primary Depute Head Teachers, worked collaboratively within a similar curriculum level or specialist subject area. Practitioners created meaningful learning networks with colleagues from across the local authority and engaged in focused professional learning to support their understanding of key national and local messages linked to assessment and moderation. When surveyed 98% of participants indicated that this was a meaningful way to discuss progression and standards within a curriculum level and 99% agreed it was beneficial to discuss learning, teaching and assessment with colleagues working at the same curriculum level from other establishments.</p> <p>In the secondary sector, approximately 600 practitioners worked in CLN with colleagues from their subject across the 7 schools and engaged in high quality dialogue about different types of assessment. 98% indicated via evaluations that the professional dialogue increased their understanding of different approaches to assessment within the Broad General Education and 99% valued the opportunity to meet with colleagues and make connections beyond their own establishment.</p>

There is a comprehensive programme of CLPL on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners. 112 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. All participants indicated an increase in confidence to develop effective questioning techniques and 98% increased confidence in providing effective feedback to learners.

Literacy and Numeracy

In September and October each year, the ability of primary 1 pupils in literacy and numeracy is measured in a process called the literacy and numeracy baseline. This allows primary staff to build on children's strengths and address areas for development. Moreover the information is also shared with early learning and childcare establishments to allow them to consider patterns and trends and how they may improve experiences and outcomes for children. The data gathered in September and October 2023 (most recent available at this time) demonstrated that the performance of all children collectively in literacy and numeracy remained consistent with that of attainment in previous years.

Recommendations from the Collaborative Improvement Visit carried out across a range of establishments in session 2023-24 informed the development of a refreshed [strategy for Literacy and English for 2024-2027](#). The refreshed strategy links clearly to the Education Department's vision 'Everyone Attaining, Everyone Achieving through Excellent Experiences' and sets out three main areas – pedagogy, progress and partnerships – detailing how we will ensure that all children and young people develop the literacy and English skills they need to be successful throughout life. It will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that literacy and English have a central and continuing focus in our ELC settings, schools and services.

During 2023-2024, Adult Learning Services successfully delivered a wide range of learner centred courses and programmes. Overall numbers increased significantly this year with 200 adults engaging with a range of programmes. 82 adult learners identified work related learning goals and 99% achieved these.

Staff also delivered a range of learner centred courses for parents to meet their identified needs including, ESOL for Parents (and online hub), Family Learning Cafés, Wellbeing for Parents group, Incredible Years. 86 parents identified family learning goals and 98% reported improved skills and confidence in relation to these.

The UKSPF Multiply programme, which focusses on improving maths and numeracy skills and confidence for adults, provided 15 courses with 94 adults registered across all of the interventions. Learning opportunities on offer included; 3 SQA courses, Nutrition with Numbers, Financial Numeracy, ESOL and Numbers, Maths & Health course (as well as general numeracy courses. Multiply staff delivered a range of courses aimed at parents. In partnership with Mearns Primary, a need was identified for an SQA Maths course in the school with 11 parents gaining accreditation from National 3 and progressing to

complete National 5 Maths. A family learning course was also developed and delivered, Learning Maths Together, for parents and their children in P5, P6 and P7.

33 adults, including ERC and ERCLT staff, have successfully completed a range of SQA Maths courses with 6 people moving into employment or training programmes/apprenticeships.

A comprehensive CLPL programme is ongoing to support the aims of the Numeracy and Maths strategy (2023-26). Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. The ERC Numeracy & Maths Hub continues to be updated regularly with support, guidance and research to support learning, teaching and assessment in this curricular area. This is contributing to the capacity and confidence of staff to teach Numeracy and Mathematics.

From August 2023, a full time teacher was seconded (using covid reserves funding) to support learners across a range of primary schools to reduce any gaps in learning as a result of the COVID-19 pandemic, with a key focus on equity groups. 152 learners across P2 – P7 were targeted in 6 schools and were supported in developing their numeracy skills, developing more positive attitudes towards numeracy and mathematics, and increasing confidence in their own capabilities. All learners involved demonstrated improvements in their skills and knowledge of numeracy and maths.

Use of data to identify next steps for improvement

To enable collective leadership and shared commitment across schools and the department to bring about improvements with the curriculum, learning and teaching and assessment a Performance and Reporting Reference Group was established in 2023. The group were tasked with reviewing and considering systems, tools and approaches to measuring, analysing and reporting on performance.

The group recognised that East Renfrewshire's Education Department makes excellent use of robust and consistent attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, through a variety of sources, including: local baseline assessments of children on entry to P1; local standardised assessment data; Curriculum for Excellence (CfE) attainment; Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice

and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. However it was recognised that a key task to system wide improvement is to build the leadership capacity of staff across East Renfrewshire to use data and evidence to inform strategy, plans and practice.

The group are also in the process of developing new Tracking and Reporting Guidance as well as planning professional learning to support all staff in engaging with data and evidence. In addition, the group are overseeing the introduction and roll out of a new Management Information System (Power BI). To date dashboards have been created for Attendance, Standardised Tests, Curriculum for Excellence and Senior Phase Attainment. All class teachers and school leaders will have access to this up to data.

In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets (stretch aims) for improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target.

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

Attainment in Literacy and Numeracy

The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high and have increased slightly from 2022-23 across almost all curricular areas

Percentage of P1, P4 and P7 Pupils	2021-2022	2022-23	2023-24
% Attaining or Exceeding Expected Levels - Reading	89%	91%	93%
% Attaining or Exceeding Expected Levels - Writing	87%	90%	91%

% Attaining or Exceeding Expected Levels – Talking & Listening	93%	94%	95%
% Attaining or Exceeding Expected Levels - Numeracy	90%	91%	92%

Percentage of S3 Pupils	2021-22	2022-23	2023-24
% Attaining or Exceeding Third Level – Reading	97.1%	96.4%	96.8%
% Attaining or Exceeding Third Level - Writing	96.8%	96.2%	96.7%
% Attaining or Exceeding Third Level – Talking & Listening	96.9%	97.2%	97.0%
% Attaining or Exceeding Third Level - Numeracy	97.9%	97.9%	96.9%

Percentage of S3 Pupils	2021-22	2022-23	2023-24
% Attaining Fourth Level - Reading	82.6%	82.8%	85.4%
% Attaining Fourth Level - Writing	82.2%	83.7%	85.0%
% Attaining Fourth Level – Talking & Listening	81.6%	85.7%	86.7%
% Attaining Fourth Level - Numeracy	83.5%	81.9%	86.0%

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and numeracy has remained consistently high and is significantly above the published national average figures. Attainment at CfE level 3 in talking and listening and numeracy has decreased slightly since 2022-23 whilst conversely, attainment in reading and writing has increased. Attainment at CfE level 4 has increased across all curricular areas from 2022-23.

The levels of attainment of East Renfrewshire pupils at exit point has continued to be high over the past 5 years. The local authority remains above National and Virtual Comparator averages for leavers attaining SCQF level 5 Literacy and Numeracy, and significantly above National and Virtual Comparator averages for leavers achieving SCQF level 6 Literacy and Numeracy. Similarly, the proportion of leavers achieving qualifications across SCQF levels 4 to 7 have been significantly above national averages and consistently above the Virtual Comparator.

The table below provides a high level comparative overview of some of the Council's performance measures against the LGBF indicators for 2022/23.

LGBF Indicator	2021-22 ERC Value (unless stated otherwise)	2022-23 ERC Value (unless stated otherwise)	Performance (value)	2022-23 Scottish average value (unless stated otherwise)	Against Scottish average (value)	Rank performance	2021-22 Rank (unless stated otherwise)	2022-23 Rank (unless stated otherwise)
% of P1, P4 and P7 pupils achieving expected CFE Level in Literacy	85.8%	87.6%	Improving	72.7%	Better	Same (Top)	1	1
% of P1, P4 and P7 pupils achieving expected CFE Level in Numeracy	89.6%	91.2%	Improving	79.6%	Better	Same (Top)	1	1
% of Pupils Gaining 5+ Awards at Level 5	89%	89%	Same	66%	Better	Same (Top)	1	1
% of Pupils Gaining 5+ Awards at Level 6	70%	70%	Same	38%	Better	Same (Top)	1	1

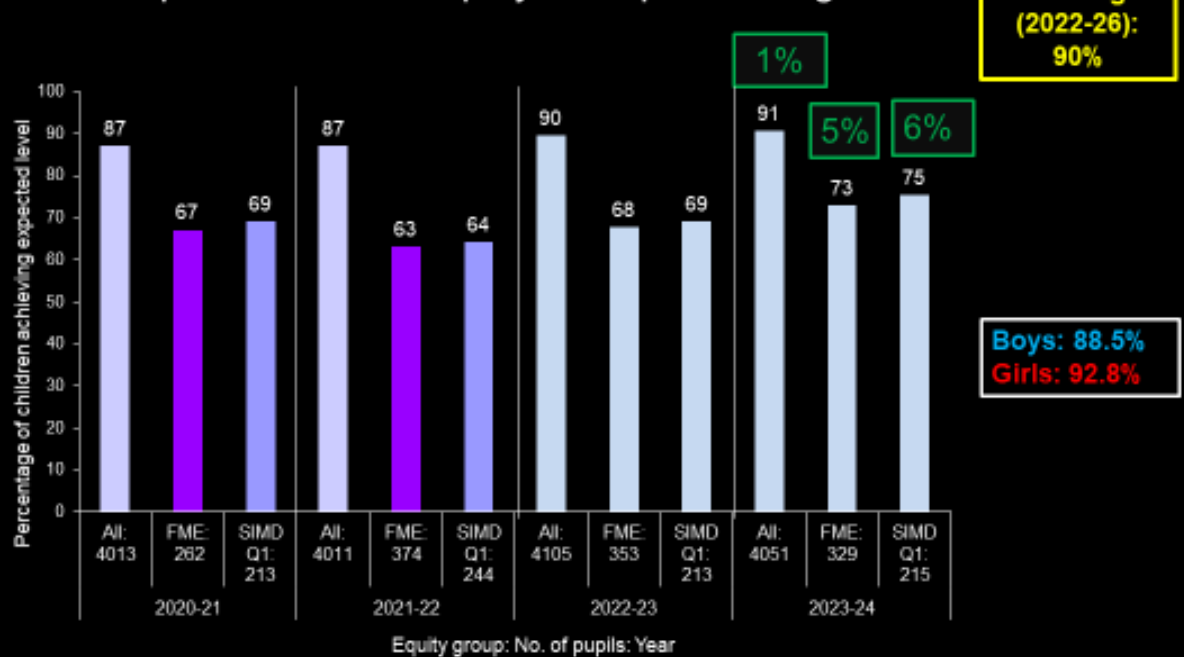
	Proportion of Pupils Entering Positive Destinations	98.5%	98.7%	Improving	95.9%	Better	Same (Top)	3	1
All data is accessible via the Improvement Service online LGBF dashboard tool, which can be accessed here .									
Challenges and Next steps									
<ul style="list-style-type: none"> • Continue to implement the Numeracy and Mathematics Strategy 2023 – 2026 and the Literacy and English Strategy 2024 – 2027. • Roll out of Management Information Systems and Professional Learning as identified by the Performance and Reporting Reference Group. • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund and achieve identified stretch aims. 									

Primary Curriculum for Excellence Attainment

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



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



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

Stretch Aim 23/24:
93%

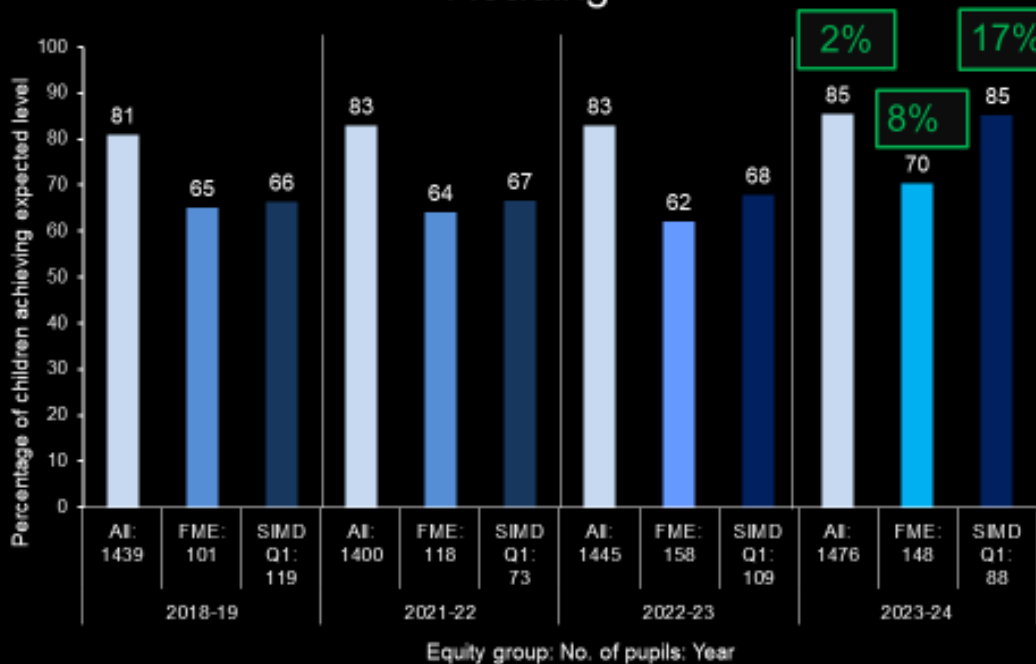
ERC Target
(2022-26):
92%



Boys: 91.7%
Girls: 92.5%

Secondary Curriculum for Excellence Attainment

CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level: Reading

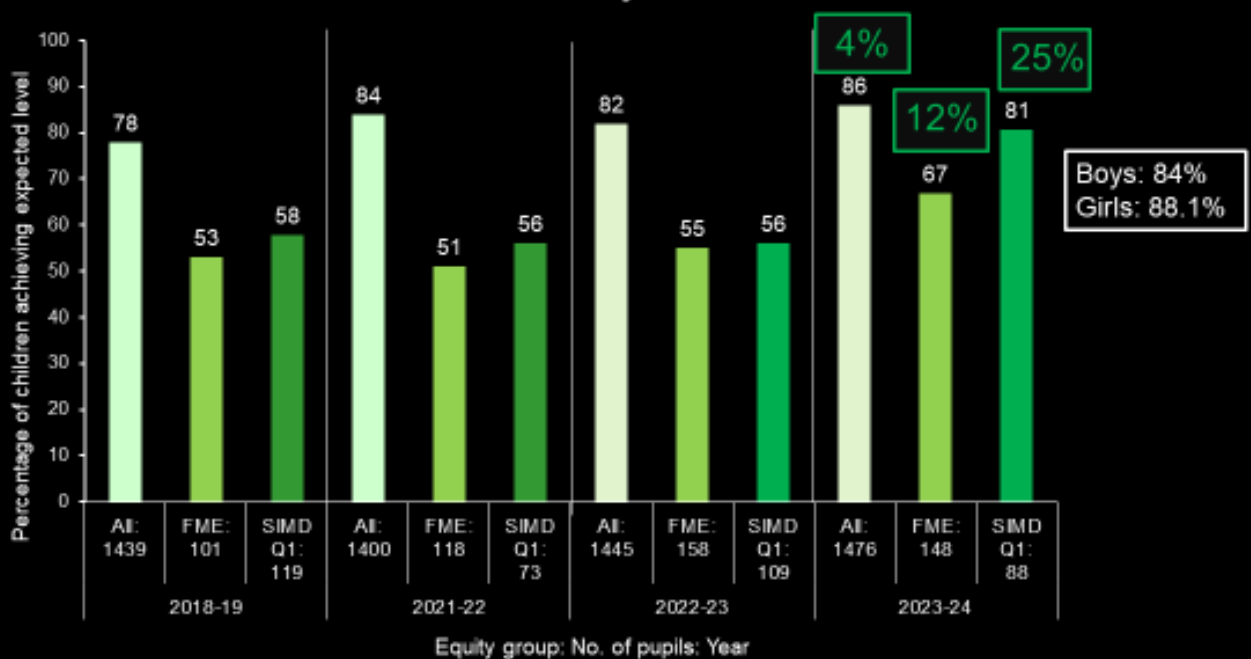


Boys: 81.5%
Girls: 89.3%

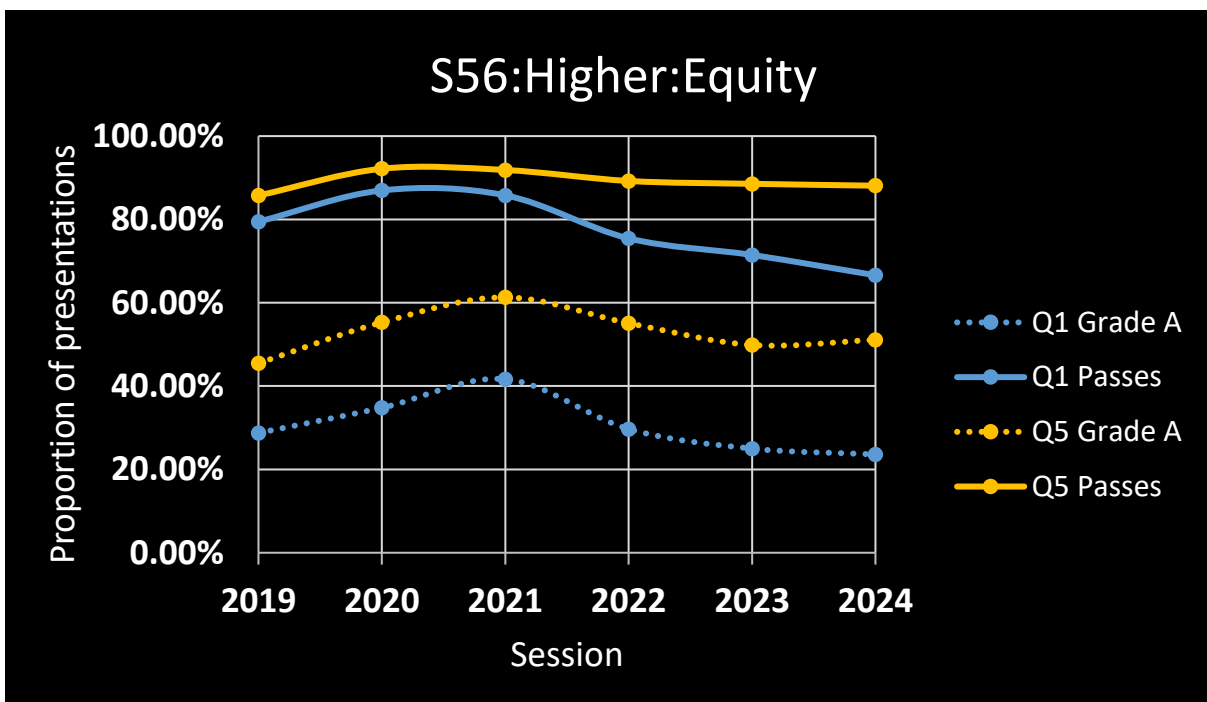
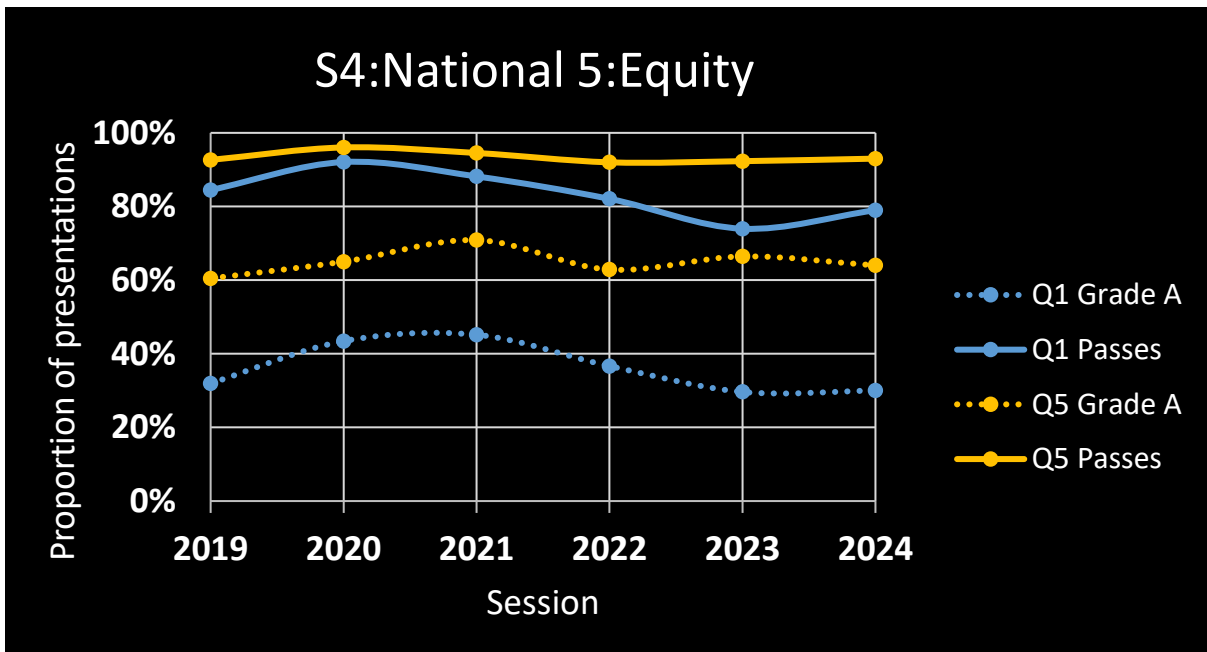
CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level: Writing



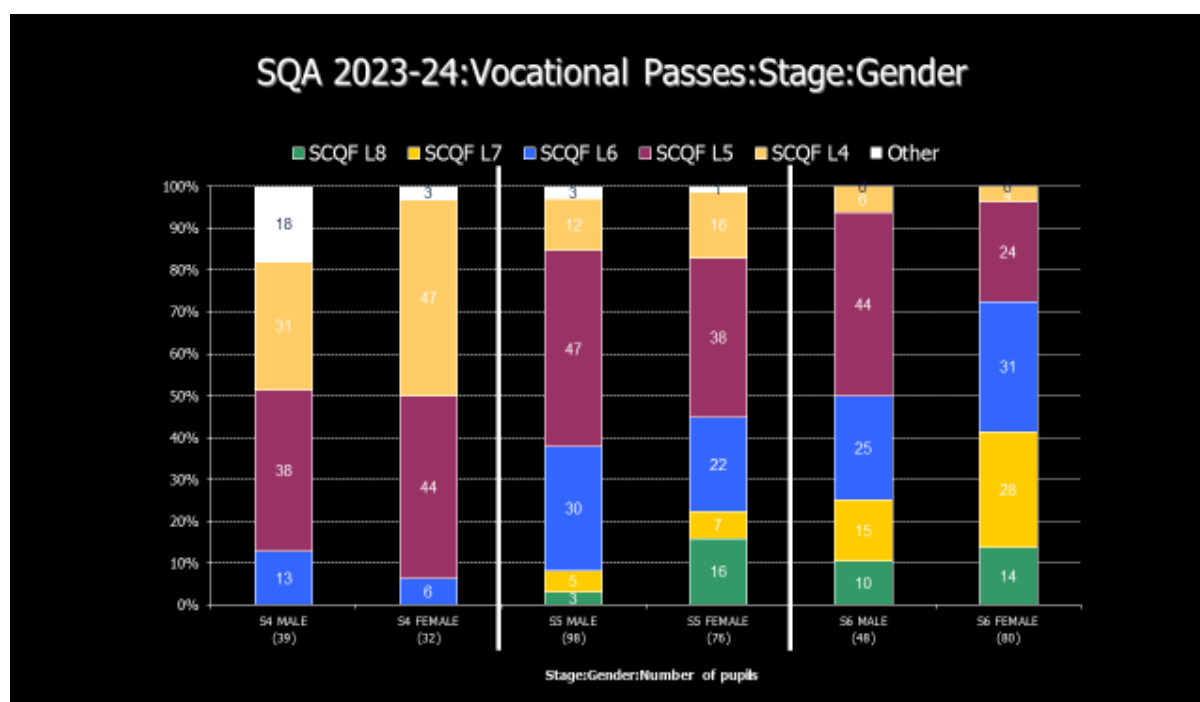
CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level: Numeracy



Senior Phase Literacy and Numeracy Attainment



Senior Phase Vocational Attainment



Leaver Destinations 2021-22 and 2022-23 ERC: Percentage of Leavers

	East Renfrewshire Council		
	2021-22	2022-23	% Change
Total Leavers	1430	1353	
HE	69.8	67.8	- 2
FE	12.4	14.1	+ 1.7
Training	1.2	1.2	-
Employment	14.3	14.7	+ 0.4
Vol. Work	0.8	0.4	- 0.4
Act. Agreement	-	-	-
Prsnl Skills Dev	0.1	0.5	+ 0.4
Un. Seeking	0.6	0.7	+ 0.1
Un Not Seeking	0.8	0.6	- 0.2
Positive	98.5	98.7	+ 0.2