

Department of Business Operations and Partnerships

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Date: 8 November 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, 14 November 2024 at 10.00 a.m.**

The agenda of business is as listed below.

Yours faithfully

Louise Pringle

LOUISE PRINGLE

DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. APOLOGIES FOR ABSENCE.

2. DECLARATIONS OF INTEREST

Members are requested to give notice of any declarations of interest in respect of items of business on the Agenda.

3. EDUCATION SCOTLAND REPORT ON ST CADOC'S PRIMARY SCHOOL AND NURSERY CLASS

Report by the Director of Education (copy attached, pages 3 – 20).

4. RESULTS OF THE CONSULTATION ON THE PROVISION OF EARLY LEARNING AND CHILDCARE AND OUT OF SCHOOL CARE SERVICES

Report by the Director of Education (copy attached, pages 21 – 30).

5. PERFORMANCE OF EAST RENFREWSHIRE SCHOOLS IN THE BROAD GENERAL EDUCATION AND SENIOR PHASE

Presentation by the Head of Education Services (Quality Improvement and Performance).

6. SPOTLIGHT ON RAISING ATTAINMENT IN WILLIAMWOOD HIGH SCHOOL

Presentation by the Head of Education Services (Quality Improvement and Performance).

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

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EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

14 November 2024

Report by Director of Education

EDUCATION SCOTLAND REPORT ON ST CADOC'S PRIMARY SCHOOL AND
NURSERY CLASS

PURPOSE OF REPORT

1. To inform Education Committee of the report by Education Scotland on St Cadoc's Primary School and Nursery Class.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) recognise and comment on the achievements of St Cadoc's as outlined in Education Scotland's report; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. St Cadoc's Primary School and Nursery Class were inspected by a team from Education Scotland in August 2024. The inspection covered key aspects of the work of the school and nursery class and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation frameworks *How Good is our Early Learning and Childcare* and *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 (or the equivalent securing children's progress, in early learning and childcare settings).

6. The school and nursery class were 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 October 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. In assessing the indicators of quality in the nursery class, Education Scotland found both aspects of the work to be good: learning, teaching and assessment; and securing children's progress.

9. The particular strengths highlighted by the inspection team included:

- The school's values, aligned to the Gospel values, support a very positive ethos for learning. Staff and children enjoy mutually respectful relationships which ensure a calm and purposeful learning environment for the school and nursery.
- Teachers' skilful and highly-effective use of questions during learning. This encourages children across the school to think deeply about what and how they learn. Teachers use well-considered questions to adapt the learning to meet the needs of all children.
- Staff's strong approaches to learning through play in the early school years that allow children to be curious and creative as independent and resilient learners.
- Staff's approaches to teaching literacy and numeracy in the school which have resulted in children's sustained and high levels of attainment.

10. This is a very good report on an East Renfrewshire establishment, with the evaluations reflecting the department's and school's assessment.

11. The report highlights 2 areas of best practice, identified as worth sharing more widely nationally:

- Senior leaders and staff have embedded play in the early years of the school successfully. Teachers use learning spaces creatively and understand the key role of the adult in initiating, facilitating and observing play. As a result, children are curious and creative and are independent and resilient learners.
- Teachers' skilled use of well-considered and appropriate questioning during learning. They use children's responses to questions to adapt learning very effectively and to enhance learner's progress. Teachers develop children's higher order thinking skills very well by encouraging children to think deeply about what and how they learn.

12. The achievements and progress of the children across the nursery class and school were identified by the inspection team:

- *Children have free-flow access to an exciting outdoor environment including a range of open-ended resources and loose parts. This provides space for children to engage in energetic play and experiences that support them to develop skills across the curriculum.*
- *All teachers benefit from moderation and sharing standards in assessment in the school and across the local authority. Teachers use national Benchmarks very well to*

support their understanding of national standards. As a result, teacher judgements of children's progress in literacy and numeracy are accurate.

13. The inspection team identified 3 areas for improvement:
 - Across the school and nursery, senior leaders and staff should continue to develop regular opportunities for children to lead their learning and learn independently. This will offer children increased challenge in their learning.
 - Teachers should continue to develop their approaches to assessing children's progress across curricular areas outwith literacy and numeracy. This will help develop teachers' confidence in accurately identifying children's progress across their learning.
 - Senior leaders and practitioners in the nursery should continue to improve their approaches to planning, assessment and monitoring and tracking of children's progress. This will help practitioners to increase children's progress in learning.
14. 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 St Cadoc's leadership team to support its implementation.
15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland Website](#).
16. Education Scotland will make no further reports in connection with the inspection of St Cadoc's Primary School and Nursery Class.
17. 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

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

RECOMMENDATIONS

19. Education Committee is asked to:
 - a) recognise and comment on the achievements of St Cadoc's as outlined in Education Scotland's report; and,
 - b) approve the action plan to address the agreed areas for improvement.

Director of Education
14 November 2024

Convener Contact Details

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Appendices

1. Education Scotland report on St Cadoc's Primary School and Nursery Class.
2. St Cadoc's Primary School and Nursery Class Action Plan.

Summarised inspection findings

St Cadoc's Primary School

East Renfrewshire Council

29 October 2024

Key contextual information

St Cadoc's Primary School is a Roman Catholic school serving Newton Mearns, East Renfrewshire. The school has a non-denominational nursery class which opened in August 2019. The headteacher has been in post for nine years and is supported by two deputy headteachers and a principal teacher. The school roll is 490 children in the primary, organised across eighteen classes, and 59 children in the nursery. Almost all children live in Scottish Index of Multiple Deprivation (SIMD) deciles 8 – 10. Children's attendance is generally above the national average. There have been no children excluded from the school in recent years. In September 2024, the school reported that 5% of children had an identified additional support need. A minority of children have English as an additional language (EAL).

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff create a calm and purposeful learning environment. Children's learning experiences are based on a very strong ethos. This is supported by the school values of Love, Achieve, Respect and Kindness, underpinned by the Gospel Values. Staff and children enjoy mutually respectful relationships. These relationships help almost all children to demonstrate appropriate behaviours consistently and to interact with adults and their peers positively. Almost all children are polite, friendly and proud of their school. They routinely explore children's rights when learning and most can relate them back to their daily lives confidently.
- Almost all children have a positive attitude towards learning. They listen well to instructions and take part in activities with enthusiasm. Most children work together purposefully when in pairs and groups and support others well. Most teachers encourage children to learn from errors and to explore a range of strategies to find the correct answer. This helps most children to recognise the value of making a mistake as an important step towards success in learning.
- Children respond positively to the stimulating classrooms and enjoy learning in shared open areas. They are particularly motivated during well-planned and regular opportunities to learn outdoors. Teachers plan meaningful learning across the curriculum, such as numeracy in nature, utilising the local woodland. This helps children understand the relevance of learning as they make helpful connections between learning and real-life contexts. A few children disengage at times when tasks are overly teacher led. A few teachers should continue to review the balance of teacher-directed and active learning experienced by children across a school day.
- Senior leaders and staff's use of play in the early and beginnings of first level is a major strength of the school. Children are highly motivated and engage very well in their play

following Froebelian play principles. Teachers use learning spaces creatively and continue to make improvements to enhance children's experiences. As a result, children are curious and creative and develop effective collaboration with peers. They are independent and resilient learners. The current balance of child-initiated, teacher-initiated and teacher-directed play ensures children progress in their learning successfully. Staff should, as planned, continue to develop how they observe children play. This will help staff to understand fully what children are learning and to identify opportunities to deepen learning further.

- All teachers' explanations and instructions are clear. Most teachers make explicit reference to prior learning and help children connect their learning through effective starter tasks. Almost all teachers share with children the purpose of learning and measures of success in learning. Teachers should involve children further in co-creating their measures of success. This will help children to understand more fully their progress and next steps in learning.
- Almost all teachers provide children with differentiated activities during literacy and numeracy lessons, offering support to children who require it. Most teachers provide tasks and activities which are well-matched to children's needs, interests and abilities. A few children working at first and second levels require further challenge in their learning. Teachers should continue to explore how they support their most able learners to reach their full potential.
- Teachers' highly-effective use of questioning in the classroom is a major strength. Almost all teachers use very well-considered questions to check children's understanding and progress with learning. Most teachers use children's responses to adapt the learning skilfully and support progress further. Most teachers develop children's higher order thinking skills successfully by encouraging children to think deeply about what and how they learn.
- All teachers provide helpful feedback verbally and in writing which provides clear next steps for children. Almost all children have strong skills in self-assessment. Teachers plan learning, teaching and assessment in an integral way. They use a range of standardised, summative and formative assessment strategies very well. These strategies offer a range of evidence to demonstrate children's progress. Teachers use assessment data very effectively to plan interventions for children requiring them. They are beginning to collaborate with a local secondary school to develop their use of assessment across all curricular areas. They should continue this positive work to gather a fuller picture of a child's progress across the curriculum.
- All teachers plan very effectively over the short, medium and long term. Teachers seek regularly children's ideas to plan interesting lessons. Teachers use expeditionary learning effectively to encourage children to plan and execute their own learning. This increases children's motivation and engagement in learning.
- Senior leaders and staff track learner progress robustly at whole school, stage and individual levels. Teachers use improved systems effectively, to maintain an overview of children's progress, including data relating to their wellbeing or support needs. Senior leaders and teachers meet regularly to discuss children's learning and progress. They review the data gathered on attainment in literacy and numeracy systematically. They identify individuals who have gaps in their learning and plan appropriate support and interventions. Senior leaders work closely with teachers to monitor interventions and make adjustments as required.

- All teachers benefit from moderation and sharing standards in assessment in the school and across the local authority. Teachers use national Benchmarks very well to support their understanding of national standards. As a result, teacher judgements of children's progress in literacy and numeracy are accurate. Senior leaders should develop further opportunities for moderation of planning, learning and assessment across other curricular areas.
- All teachers work collaboratively to improve the quality of learning experienced by children. They participate enthusiastically in professional learning, share practice with other schools, and engage in professional enquiry to develop their teaching approaches. A few children who serve as 'Leaders of Learning' work with staff to evaluate aspects of their experiences. Staff use a local authority learning and teaching framework well to evaluate the quality of their teaching. The headteacher is working collaboratively with all stakeholders to update the school's planning, assessment and reporting guidance. This will ensure all staff have a shared understanding of the expectations for high-quality learning, teaching and assessment across St. Cadoc's Primary School.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is very good. Across all stages, a significant minority of children are exceeding expectations in reading, writing, numeracy, and most children exceed expectations in listening and talking. Children who require additional support are making appropriate progress towards their individual specific learning targets.

Attainment in literacy and English

- Overall, children make very good progress in literacy and English.

Listening and talking

- Almost all children make very good progress in listening and talking across all stages. At early level, almost all children communicate with growing confidence. They are increasingly able to take turns and share ideas. At first level, almost all children listen well to each other and are articulate when talking to others. Most answer questions well. At second level, almost all children debate confidently, sharing their opinions, listening and responding appropriately to the views of others. Across the school, children demonstrate well-developed presenting skills during assemblies and when sharing their learning with others.

Reading

- Almost all children at early level answer simple literal questions about a text correctly. At first level, almost all children read texts with fluency and expression. They use strategies well to help them understand the meaning of a word, such as a dictionary. They need further practice in answering inferential questions. At second level, almost all children identify their preferred author with reasons. They identify the techniques writers use to influence or engage a reader. Most children read a variety of genres and answer literal and inferential questions ably. A few children should read a wider range of texts regularly, including non-fiction.

Writing

- Almost all children at early level write simple sentences using finger spaces, capital letters and full stops. Most form their letters correctly. At first level almost all children write stories confidently, using a range of characters and situations successfully. As they progress in first level, most children write at length in a variety of genres and use appropriate punctuation. At second level, almost all children write effectively in a variety of genres and for a range of purposes. They routinely use note-taking and planning tools to prepare for writing. A majority of children should continue to explore approaches to making their writing more engaging for a reader, such as extending the use of figurative language.

Numeracy and mathematics

- Overall, almost all children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost all children recall number sequences forward and backwards from within the range 0-30. They have a very good knowledge of number facts. At first level, almost all children round numbers to the nearest 10 and 100. They tell the time using half past, quarter past and quarter to, using analogue and digital clocks. At second level, almost all children have a very good understanding of money and finance. They use a range of strategies effectively to solve real-life problems like foreign exchange rates. At first and second levels, children need further exposure to aspects of measure, such as capacity.

Shape, position and movement

- Children at all stages have a very good understanding of appropriate mathematical vocabulary. At early level, almost all children recognise common two-dimensional shapes. They use positional language, such as forwards and backwards appropriately. At first level, almost all children use mathematical language accurately to describe common three-dimensional objects. At second level, children classify angles confidently using language such as acute, obtuse, straight, and reflex. At first and second levels, children need further experience of interpreting maps, models or plans, using simple scales.

Information handling

- At early level, almost all children interpret simple charts and answer questions correctly. At first level, almost all children extract key information from data linked to real-life contexts, including tally marks and bar graphs. At second level, almost all children interpret questions effectively by highlighting keywords, making notes, or drawing diagrams. All children need to apply their skills in displaying data in a variety of ways, including using digital technologies.

Attainment over time

- The profile of children's attainment shows sustained high attainment at key stages over the last five years. Almost all children maintain very good progress in literacy and English and numeracy and mathematics as they move through the school. Senior leaders and staff have well-established systems to monitor and track standards of attainment over time. Senior leaders and staff use data very effectively to track the progress of different cohorts across the school. As a result, most staff take prompt action to ensure appropriate interventions are in place for children requiring support with their learning. Staff recognise that there is potential to develop the tracking of children's progress further across all areas of the curriculum.

Overall quality of learners' achievements

- Senior leaders and staff place significant value on, and celebrate, the achievements of children in and outwith school. They use a range of meaningful approaches to celebrate children's successes, such as digital displays, social media, assemblies, awards and house points. Children are encouraged to identify the skills they gain through achievements and use them to help others, such as modelling during learning or supporting their peers.
- All children demonstrate leadership skills through committees or monthly Global Citizenship activities. Children apply for committees tasked with different aspects of school improvements. They develop communication skills and the ability to work in groups to achieve set goals.
- Almost all children in P7 attend a residential camp where they participate in team sports and adventures. They improve their teamwork, build trust and become more independent. All children regularly participate in school performances for parents and families. Children enjoy showing their creativity, as well as sharing aspects of their learning. Children in the upper primaries, stage a popular annual musical show. Children demonstrate enhanced performance skills, as well as a range of backstage roles showcasing children's responsibility and organisational skills.

- Staff offer a wide choice of achievement clubs at interval and after school. These are responsive to children's interests and include areas such as sport, digital, STEAM and performing arts. The sports committee worked with Active Schools offering targeted activities for children. These children achieved success in football and dance tournaments as a result.
- Senior leaders track children's achievements. They use this data to target children who may be missing out on opportunities. Children speak confidently about the skills they are developing through achievements and their relevance to their learning, life and future work aspirations.

Equity for all learners

- The headteacher, supported by all staff, is committed to ensuring equity for all learners. The headteacher uses Pupil Equity Funding (PEF) effectively to provide additional staffing and interventions for targeted groups of children in numeracy, literacy and parental partnership. They seek the views of parents to influence and inform the plans for PEF. Senior leaders and staff use data rigorously to review the impact of interventions on outcomes for children. This has led to almost all targeted children making progress towards their individual targets.
- Senior leaders identified the need to support children who join the school during the academic year. Staff use well-planned reading and numeracy interventions to ensure these children are able to progress their learning well and achieve appropriate milestones.
- Overall, school attendance is above the national average. The headteacher recognised the need to support improvement in children's regular attendance at school, as attendance data declined during the COVID-19 pandemic. Staff are rigorous in identifying and supporting children who have lower attendance to make improvements. They work in partnership with parents effectively to identify the reasons for absence and plan interventions to support improvement. As a result, overall attendance has steadily increased over the last three years.

Other relevant evidence

- Across the school, children experience a progressive learning pathway in religious education which is linked to the Gospel values. They receive their entitlement to two hours of high-quality physical education per week. All children from nursery to P7 learn French and children from P4 to P7 learn Mandarin.
- Senior leaders and staff are committed to encouraging children to read regularly for enjoyment. Children have regular access to a well-stocked school library where they select books to take home to read. Staff have ensured a diverse range of texts are available to children which reflects and celebrates the school community's ethnic and cultural heritage.

Practice worth sharing more widely

- Senior leaders and staff have embedded play in the early years of the school successfully. Teachers use learning spaces creatively and understand the key role of the adult in initiating, facilitating and observing play. As a result, children are curious and creative and are independent and resilient learners.
- Teachers' skilled use of well-considered and appropriate questioning during learning. They use children's responses to questions to adapt learning very effectively and to enhance learner's progress. Teachers develop children's higher order thinking skills very well by encouraging children to think deeply about what and how they learn.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

St Cadoc's Primary School and Nursery Class
Action Plan following Education Scotland Inspection

Area for Improvement	Across the school and nursery, senior leaders and staff should continue to develop opportunities for learners to lead their learning and learn independently. This will offer learners increased challenge in their learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All learners have the opportunity to lead their own learning and learn independently across the curriculum, offering increased challenge in their learning. This will support with the development of meta-skills</p> <p>All learners apply metacognitive strategies to support & extend their own thinking across the curriculum.</p> <p>Learning is enriched and supported by high quality, stimulating learning environments and effective use of continuous provision</p> <p>Learning is recorded in a variety of ways to reflect the balance of the day</p>	<p>Staff CLPL focussed on what good practice is in relation to children leading their own learning</p>	<p>All staff (ELC and school)</p>	<p>November 2024</p>	<p>- East Renfrewshire Council's Learning Teaching and Assessment Platform</p>	<p>Self evaluation of CLPL</p>
	<p>Staff CLPL focussed on what metacognition and retrieval practice is and the impact this can have on children leading their own learning</p>	<p>All staff (ELC and school)</p>	<p>January 2025</p>	<p>- How Good is Our School 4</p>	<p>Quality Assurance</p>
	<p>Connect and reflect journals to be used by all children to reflect on their learning in relation to meta skills. This will support children to develop a deeper awareness of their thought processes, learning strategies and progress across the curriculum.</p>	<p>All learners across ELC – P7</p>	<p>January 2025</p>	<p>- Tom Sherrington's Learning Walkthrus</p>	<p>Quality Assurance</p>
	<p>A suite of professional learning opportunities created for staff to engage in, focusing on:</p> <ul style="list-style-type: none"> - strategies, techniques and practices to support metacognition and retrieval practice in the classroom. - high quality classroom environments that support children leading their own learning - balancing adult led, adult initiated and child led learning from early to second level. 	<p>All staff (ELC and school)</p>	<p>February 2025</p>	<p>- Education Scotland reports and guidance documents.</p>	<p>Quality Assurance</p>
	<p>Continue with trios of staff across the school to support professional learning. Mixed groups of staff will enable empowerment, collaboration and peer support to enhance collective understanding and ensure the consistent implementation of strategies for improvement.</p>	<p>All staff (ELC and school)</p>	<p>February 2025</p>		<p>Quality Assurance</p>

Area for Improvement	Teachers should continue to develop their approaches to assessing learners' progress across curricular areas out with Literacy and Numeracy. This will help develop teacher confidence in accurately identifying learners' progress across their learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Embed formative assessment practices to allow teachers to gather meaningful information to inform understanding of learner progress across the curriculum</p> <p>Further develop and apply skills frameworks across all curricular areas to enable holistic judgements and deepen staff understanding of learner progress within levels. This will allow for a consistent and comprehensive approach to tracking and supporting learner achievement and progress across all curricular areas.</p>	Continue to use our whole school tracking and monitoring system to better capture attainment across all subject areas.	All staff	August 2025	East Renfrewshire Council's Learning, Teaching and Assessment Toolkit	Tracking meetings
	Revisit formative assessment to enhance teacher confidence in using a variety of assessment techniques to gauge learners' progress and allow a holistic view of learning.	All staff	February 2025	Teaching and Assessment Toolkit	Data analysis
	Continue to use information we have with regards to children's involvement in extracurricular activities to better inform our tracking of children's skills and achievements, thus, progress across their learning.	All stakeholders	November 2024	How Good is Our School 4	Data analysis
	Review and update whole school assessment and tracking calendar to clearly reflect tracking periods and timelines for updating learner progress across all curricular area.	SLT	May 2025	Tom Sherrington's Learning Walkthrus	School and ERC calendar
	Update tracking paperwork to reflect on progress across the curriculum.	SLT	May 2025	Education Scotland reports and guidance documents.	Tracking meetings
	Professional learning opportunities and collaboration with regards to the skills framework across the curriculum, enhancing and moderating collective understanding of learner progress within each level. This will allow for further opportunities to challenge all learners across the curriculum.	All staff	August 2025	ERC guidance – Monitoring and Tracking Progress and Achievement in the BGE	Tracking meetings and moderation
	Update our monitoring and tracking achievement policy to reflect our approaches to tracking across the curriculum	All staff	June 2025		ERC and Education Scotland Guidance

Area for Improvement	Senior leaders and practitioners in the nursery should continue to improve their approaches to planning, assessment and monitoring and tracking of learner progress. This will help practitioners to increase learner progress in learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Continue to improve our use of the Early Years tracking database to record key achievements and learner progress across the curriculum	Continue to engage in CLPL on formative assessment in the early years, ensuring staff can effectively track & record learner progress in the Early Years tracking database, aligned with key aspects of development in Literacy, Numeracy and Health and Wellbeing throughout the year.	All staff	January 2025	How good is our Early Learning and Childcare Learning Walkthrus	Early Years Tracking database
Continue to use our learning, teaching and assessment policy to inform recording of learner progress and key achievements on seesaw.	Continue to use Seesaw as a platform to record and reflect on children's learning over time.	All staff	November 2025	Care Inspectorate Hub Realising the Ambition Starting from the child	Seesaw posts
Continue to ensure that learner voice is recorded in floorbooks and used to inform short, medium and long term planning.	Review and embed approaches to following children's lead, empowering staff to capture and incorporate learner voice into floorbooks and planning. Ensure this is reflected in our four contexts for learning short term planning.	All staff	March 2025	ERC tracking tool	Floorbooks
Continue to work on high quality learning environments which challenge, motivate and engage all learners based on their interests and lines of enquiry.	Implement CLPL on creating challenging learning environments, ensuring all staff can design spaces that challenge and motivate learners based on their developmental needs and areas of inquiry.	All staff	August 2025		Quality Assurance

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE14 November 2024Report by Director of EducationRESULTS OF THE CONSULTATION ON THE PROVISION OF EARLY LEARNING AND
CHILDCARE AND OUT OF SCHOOL CARE SERVICES**PURPOSE OF THE REPORT**

1. The purpose of the report is to update Education Committee on the results of the biennial consultation on the provision of both early learning and childcare (ELC) and out of school care (OSC) services available across East Renfrewshire.

RECOMMENDATION

2. Education Committee is asked to note and comment on the results of the consultation on both early learning and childcare and out of school care services.

BACKGROUND

3. In line with the national expansion of early learning and childcare (ELC) services, from August 2021, all children aged 3- and 4-years old, in addition to eligible 2-year olds, have had a statutory entitlement of up to 1,140 hours of funded provision per year. The expansion of ELC has been based on the principles of quality, flexibility, accessibility and affordability.

4. Within East Renfrewshire, families have a range of different settings in which they can choose to access their child's statutory entitlement, across the public; private, voluntary and independent sectors; or with a childminder. All settings in East Renfrewshire are organised on a community basis: Barrhead, Neilston and Uplawmoor; Busby, Clarkston and Eaglesham; Giffnock and Thornliebank; and Newton Mearns. Each community contains a range of different providers offering families choice on how they wish to access their child's entitlement.

5. Within local authority settings, a range of different models are currently available, as detailed below. Following on from the last consultation, undertaken in autumn 2022, a new full-time option was made available for families to select, enabling families to supplement their child's statutory entitlement with paid-for additional hours. This has proven to be a very popular choice for families over the last 2 years, supporting them to meet different circumstances, including work, training or caring responsibilities.

Provision	Attendance Pattern	Term Time/Full Year
Core	9am – 3pm, 5 days per week	Term Time
Extended	8am – 6pm, 3 days per week	Term Time
Stretch A	Morning or afternoon sessions, 5 days per week	Full Year
Stretch B	2 full days and one half day per week	Full Year
Full time	8am – 6pm, 5 days per week	Term Time OR Full Year

6. Private, voluntary and independent settings and childminders, known collectively as funded providers, offer a range of different models and patterns for families to choose from. In addition, families can choose ‘blended provision’, using part of their child’s entitlement in a local authority setting and the remaining portion in a funded provider, offering further flexibility.

7. Whilst the majority of families residing within East Renfrewshire access their child’s statutory entitlement within a local nursery, in line with the Scottish Government’s *Funding Follows the Child* approach, families are able to access funded hours in other local authorities where they wish to do so. Alongside our neighbouring authorities, the Council is a member of the West Partnership Cross-Boundary Funding Protocol, establishing the appropriate mechanisms for families accessing their child’s funding in a setting located in a different authority.

8. Out of school care (OSC) services are non-statutory and operate across a range of different schools and settings across East Renfrewshire. A range of different services are available across East Renfrewshire, including breakfast clubs, after school services and holiday provision. These services are operated by a range of different providers across the third and private sectors and are not available at all schools within East Renfrewshire.

9. Recognising the particular challenges around OSC provision for children and young people with ASN, the department has been working in partnership with Council colleagues around the development of an OSC provision at Isobel Mair School. This scheme is being reported on separately through a report to the Council’s Cabinet in November 2024.

REPORT

10. The Children and Young People (Scotland) Act 2014 sets out a requirement for local authorities to consult with families on the provision of ELC and OSC every 2 years and to outline the plans for service delivery. The previous consultation was undertaken in autumn 2022 and reported to Education Committee in November 2022.

11. A consultation exercise was undertaken from 20 September – 20 October 2024 on both ELC and OSC provision across East Renfrewshire. The consultation was available online and was shared by individual establishments, funded providers, OSC providers and through the Council’s social media channels.

12. A total of 541 responses were submitted to the consultation, an increase from the 411 submitted to the 2022 exercise. Of the 541 responses, 98% were from families residing within East Renfrewshire.

Early Learning & Childcare Consultation

13. A summary of the responses to the consultation on ELC is outlined below:

- a. The largest number of responses on ELC provision were received from families with a child accessing their statutory entitlement, with almost 70% of respondents having a child aged 3-4 years old.
- b. When asked to rate how their child’s ELC allocation meets the needs of their family (with 1 being ‘not at all’ and 5 being ‘extremely well’), the average score was 3.9. 68% of those responding selected either “very well” or “extremely well”, with only 14% selecting “not at all well” or “not well”. This is broadly in line with the results from the 2022 consultation.
- c. Almost half of respondents (49%) indicated that setting was the most important factor when applying for ELC, with 31% selecting model of attendance and 20%

having no preference. This is in line with the results of the previous consultation. Two-thirds (66%) of respondents indicated a preference for full-year provision over term-time (34%). This is a significant change from the previous consultation where there was a more even split between term-time (50%) and full-year (48%).

- d. Both full-days (45%) and core (29%) were the most popular choices for families to select, with smaller numbers selecting half days (6%) or a mix of full and half days (20%).
- e. When asked about purchasing additional hours above their child's statutory entitlement, 23% of respondents indicated that they currently do this already. Whilst 42% indicated that they do not require any additional hours, 35% of respondents stated that they would like to access more hours but that they were not available in their child's setting.
- f. When asked about the likelihood of deferring their child's entry to primary school, 47% of respondents selected "not at all likely", with 25% selecting "very likely".

14. In response to the question about how the allocation meets their family needs, the most common reasons for a lower score were: where a family had not received their first choice preference; the availability of ELC provision for children aged 2-years old and under; and the affordability of additional hours above and beyond the statutory entitlement. A significant number of the responses were very positive, with many respondents very positive about their children's experiences in ELC settings within East Renfrewshire.

15. As noted in the consultation, setting remains the most important factor for families when applying for ELC provision and can, for example, often be related to the attendance of other children at the school or due to wider childcare arrangements. In recognising how important this is for families, ahead of each of the last two sessions, officers have been able to allocate over 90% of applications received on time to their first choice of setting.

16. Following on from the 2022 consultation, more flexible options for families were introduced, including the wider rollout of add-on hours and the launch of a new full-time model of attendance. Both options have been very popular over the last 2 sessions, increasing the flexibility and choice for families, as well as increasing the income generated by the service. Whilst every effort is made to make this additional provision available as widely as possible, there are finite spaces available based on staffed capacity of each individual setting. The department will continue to review the availability of spaces ahead of each session and ensure as wide availability as possible, whilst ensuring the efficient delivery of services.

17. Over recent years, following the change to the legislation around deferrals, the department has seen a gradual increase in the number of families choosing to defer their child's entry to primary school. With almost three-quarters of the responses to the question being "not at all likely" or "very likely", it would suggest that, at this stage, a significant proportion of parents have already determined whether or not they wish their child to defer entry to primary school. The department will continue to monitor applications through the annual school admissions cycle.

Out of School Care Consultation

18. A summary of the responses to the consultation on OSC is outlined below:

- a. Families indicated that their children attended a wide range of different OSC services, with after school provision and breakfast clubs being the most popular options. A smaller number attended holiday provision.

- b. When asked to rate how the provision before and after school services met the needs of their family (with 1 being 'not at all well' and 5 being 'extremely well'), the average score was 4.1. Over 70% of the responses were either "very well" or "extremely well", with 17% being "not at all well" or "not well".
- c. When asked to rate how holiday provision met the needs of their family (with the same ratings), the average score was 3.5. There was a much greater mix of views on holiday provision, with 49% being "very well" or "extremely well" and 30% being "not at all well" or "not well".
- d. When respondents were asked whether they wished to access out of school care provision for their child but currently could not, only 21% indicated that this was the case, with 79% saying they did not. Given the responses to questions around holiday provision, it is possible that most respondents only referred to before and after school provision when considering this question.

19. In response to the question about how before and after school services meet the needs of families, a wide variety of comments were received. A large number of comments provided positive feedback on the provision available, with specific recognition often provided for particular individual services. The most common reasons for a lower score included: the availability or lack of provision in certain communities or settings; the affordability of services; and the ability for it to meet the working patterns of parents, with comments requested earlier start times for breakfast club services and later finishes for after school services. Similarly, the most common reasons for a lower score when responding to the question about holiday provision were: the affordability of holiday services and the lack of provision for different age groups in single services.

20. Specifically, a number of responses related to provision of OSC services for children and young people attending Isobel Mair School. The department has been working closely with the school community and partners around the provision of suitable services, recognising concerns around affordability. A report is due to be considered by the Council's Cabinet on specific proposals about this service.

21. The department continues to support the provision of OSC across establishments and works closely with providers to increase availability where possible.

22. Following publication of the Scottish Government's *School Age Childcare Delivery Framework* in October 2023, six early adopter local authorities have been undertaking pilots on the design of new community level systems of out of school care provision. The future course of this work will inform a new, nationally-determined approach to OSC provision. The department will continue to engage at a national level in this area and will, of course, consider any implications for East Renfrewshire.

FINANCE & EFFICIENCY

23. The department continues to carefully manage the provision of ELC through existing departmental budgets, ensuring efficient service delivery and maximising the utilisation of capacity through a careful, well-managed allocations process. Existing staffing allocations continue to be reviewed on an ongoing basis to ensure efficient deployment of resources whilst continuing to ensure regulatory compliance.

24. The expansion of add-on and full-time provision over the last two sessions has enabled the department to meet significant, challenging income targets. Future income targets will be developed as part of the Council's annual review of charges and the wider budget setting exercise.

25. As a non-statutory service, the Council does not directly provide OSC services and receives no direct funding for this purpose. The department has a role in facilitating agreements between private providers and individual school communities to support provision of this type.

CONSULTATION

26. As outlined above, the Children & Young People (Scotland) Act 2014 requires all local authorities to undertake a biennial consultation with families on the provision of ELC and OSC services within their area. The 2024 consultation was undertaken from 20 September – 20 October 2024, with a total of 541 responses submitted.

CONCLUSION

27. Following the expansion of the ELC statutory entitlement from August 2020, the Education Department has continued to engage with families to ensure continued adherence on the key principles of quality, flexibility, accessibility and affordability, and ensure we remain responsive to the needs of families. Following on from previous consultations, the department has expanded the flexibility provided to families and will continue to monitor this over the coming years to ensure choice on the types and level of provision available.

28. The department recognises the importance of OSC services for families within East Renfrewshire to support employment, training and wider family commitments and, whilst concerns have been expressed around the availability and affordability of services, the department will look to continue to engage with our partners nationally around any wider Scottish Government commitments.

RECOMMENDATIONS

29. Education Committee is asked to note and comment on the results of the consultation on both early learning and childcare and out of school care services.

Mark Ratter
Director of Education
14 November 2024

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Appendix

1. Responses to Consultation on ELC & OSC, Autumn 2024

RESPONSES TO CONSULTATION – SEPT/OCT 2024

Which community were responses received from?

G78 <i>Barrhead/Neilston</i>	G44 & G76 <i>Busby/Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>	Outwith ERC
39%	17%	20%	23%	2%

What services do you have children currently accessing within East Renfrewshire?

Early learning and childcare only	Out of school care service only	Both early learning and childcare setting and out of school care services	Neither early learning and childcare or out of school care services – but may in future	Other
48%	29%	13%	8%	2%

Section 1 – Early Learning & Childcare

Question 1

How old are your children attending early learning and childcare (ELC) provision?

0-1 years old	2 years old	3-4 years old	5 years old	None currently
7%	15%	69%	3%	5%

Question 2

Which model of early learning and childcare (ELC) does your child access?

Core Hours – Nursery Class	Extended Hours – Nursery Class	Core Hours – Family Centre	Stretch A (AM) – Family Centre	Stretch A (PM) – Family Centre
11%	16%	8%	8%	3%

Stretch B (2.5 days) Family Centre	Childminder	Private or voluntary nursery	Blended model	Other
28%	4%	12%	5%	5%

Question 3

How well does your child's allocation meet the early learning and childcare needs of your family?

Respondents were asked to select a score ranging from 1 (not at all well) to 5 (extremely well). The average score given was 3.9.

The average score across each community was as follows:

G78 <i>Barrhead/Neilston</i>	G44 & G76 <i>Busby/Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>
3.9	4.2	4.0	4.2

Question 4

Please tell us more about the rating you selected above.

In answering this question, those providing a high rating tended to be those who: were expressing positive views about the staffing, environments and service at individual settings; received preferred options when applying for provision; or those who were accessing additional hours to support with meeting individual family circumstances.

As noted in the report, those selecting lower scores tended to be where they did not receive a preferred option, were unable to access additional hours, or where they were unable to access local authority under-3 provision.

Question 5

When applying for ELC, you are asked to select both a preferred setting and a preferred model of attendance. Which of these is most important to you?

Model	Setting	No preference
31%	49%	20%

Question 6

Term time provision is available in our nursery classes which are closed during the school holidays. Full year (48 week) provision is available in our family centres which only close over Christmas, public holidays and in-service days. Which of these do you prefer?

Full year (48 week) Provision	Term Time Provision
66%	34%

Question 7

Which of the currently available models best suit your circumstances?

Full Days 8am – 6pm	Half Days 8am – 12:45pm OR 1pm – 5:45pm	Mixture of full and half days	School Days 9am – 3pm
45%	6%	20%	29%

Question 8

Many settings across East Renfrewshire offer families the option to purchase additional hours above their child's entitlement of 1,140 funded hours. This is available through individual add-on sessions, allowing families to buy extra sessions, or through the availability of full-time provision, allowing

children to attend 8am-6ppm, 5 days per week. Is this something which you either currently do or would like to do?

I currently access add-on sessions	I currently access full-time provision	I do not need to access additional hours	I would like to access more hours but they aren't available
16%	7%	42%	35%

Question 9

All parents and carers have the legal right to defer their child's entry to primary school if they are not yet 5 years old at the beginning of the school year, being able to access an additional year of funded early learning and childcare. Thinking about your own child, how likely is it that you would consider deferring when they are due to start school?

Respondents were asked to select a score to indicate the likelihood they would defer their child's start of primary school, ranging from 1 (not at all likely) to 5 (very likely). The average score given was 2.5.

The average score across each community was as follows:

G78 <i>Barrhead/Neilston</i>	G44 & G76 <i>Busby/Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>
2.5	2.2	2.6	2.7

Question 10

Do you have any additional comments about early learning and childcare within East Renfrewshire?

A wide range of views were expressed in this free comment section. A significant number of the comments expressed very positive views about provision within East Renfrewshire, with respondents often highlighting how satisfied they and their children were with their provision.

A number of additional other comments were expressed by respondents across a wide-range of issues:

- Availability of local authority provision for children below the age of 3;
- The Council's admissions policy for ELC provision, including requests that allocations should take in to account the individual working patterns of parents;
- Availability of additional hours across all local authority settings;
- Support for the introduction of greater flexibility for parents through add-on and full time models;
- The affordability of ELC provision within East Renfrewshire;
- The availability of holiday provision for children attending ELC provision;
- The introduction of the delay in the date from which children can access their statutory entitlement, aligning with the national criteria.

Section 2 – Out of School Care

Question 1

What type of out of school care service does your child currently access?

After school service in my child's school	After school service in another school	Other after school service (for example voluntary sector)
36%	1%	5%

Breakfast club service	Holiday provision	Other
48%	4%	6%

Question 2

How well does the current provision before and after school care meet the childcare needs of your family?

Respondents were asked to select a score ranging from 1 (not at all well) to 5 (extremely well). The average score given was 4.1.

The average score across each community was as follows:

G78 <i>Barrhead/Neilston</i>	G44 & G76 <i>Busby/Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>
4.2	4.2	4.5	3.7

Question 3

How well does the current provision of holiday care meet the childcare needs of your family?

Respondents were asked to select a score ranging from 1 (not at all well) to 5 (extremely well). The average score given was 3.5.

The average score across each community was as follows:

G78 <i>Barrhead/Neilston</i>	G44 & G76 <i>Busby/Clarkston/ Eaglesham</i>	G46 <i>Giffnock/ Thornliebank</i>	G77 <i>Newton Mearns</i>
3.7	3.7	3.0	3.3

Question 4

Do you wish to access out of school care for your child but currently can't?

Yes	No
21%	79%

Question 5

Do you have any other comments about out of school care provision within East Renfrewshire?

Comments provided to this question covered a range of different issues related to OSC provision.

A number of positive comments were received, some examples of which are included below:

- *“Our after school care provision offers top quality care in a nurturing and supportive environment. The activities they offer are educational, child based and diverse and the staff are attentive and inclusive. I couldn’t ask for more.”*
- *“Breakfast Club and After School Care are a great support to working families who are not in a position to have family support for drop offs and pick ups.”*
- *“OSC in the school is incredible flexible and supports us to be responsive to changing work demands. Holiday club access is challenge to access.”*

A majority of comments related to a small number of additional issues raised by families:

- Affordability of services
- Availability of services – both in terms of services only operating in certain locations and, where they do operate, it often being difficult to get a space. In addition, some respondents indicated they would like to see earlier access in the morning and later availability in the evenings.
- The provision of holiday cover for families.
- Requests for the Council to operate a universal service both pre- and after-school in each establishment.

A number of comments related to the availability of OSC services for children and young people with ASN, with a number of respondents specifically referring to Isobel Mair School. As noted above, this is subject to a report to the Council’s Cabinet.