

**Department of Business Operations and Partnerships**

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Date: 25 March 2025

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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, 3 April 2025 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 JOSEPH'S PRIMARY SCHOOL**

Report by the Director of Education (copy attached, pages 3 – 28)

**4. SPOTLIGHT ON LEARN WELL SERVICE AND ISOBEL MAIR SCHOOL**

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

**5. REPORT ON THE PROGRESS OF EAST RENFREWSHIRE COUNCIL  
ADDITIONAL SUPPORT FOR LEARNING (ASL) REVIEW RECOMMENDATIONS**

Report by the Director of Education (copy attached, pages 29 – 74)

**6. EAST RENFREWSHIRE CHILDREN'S SERVICES PROMISE 5TH  
ANNIVERSARY PROGRESS REPORT**

Report by the Director of Education (copy attached, pages 75 – 78)

A recording of the Committee 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 COUNCILEDUCATION COMMITTEETHURSDAY 3 APRIL 2025Report by Director of EducationEDUCATION SCOTLAND REPORT ON ST JOSEPH'S PRIMARY SCHOOL**PURPOSE OF REPORT**

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

**RECOMMENDATIONS**

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

**BACKGROUND**

3. St Joseph's Primary School was inspected by a team from Education Scotland in January 2025. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

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

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

6. The school was inspected using the full model, with an evaluation for 4 quality indicators and a short report which details the strengths and areas for improvement. The report was published in March 2025 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 all 4 areas to be **very good**: leadership of change, learning, teaching and assessment, ensuring wellbeing, equality and inclusion and raising attainment and achievement.

8. This is an extremely positive report on an East Renfrewshire establishment, with the evaluations and report matching the department's evaluations.

9. The report highlights leading practice across Scotland and noted the following as an area worth sharing more widely nationally:

- The effective approaches, which support children to assess how well they are learning and to recall their prior learning. This is effective in supporting how children independently assess how much support they require in their next steps in learning. Teachers support children well with this through structured questions, opportunities for children to reflect on their learning and use of individual digital profiles. These profiles are helpful for children to reflect on their learning as they progress through school.

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

- The highly effective headteacher provides very strong leadership and direction to the work of the school. The headteacher is supported very well by the deputy headteacher and principal teachers. Together, with all staff, they are highly ambitious for all children.
- Children who are happy, enthusiastic, and confident. They are successful and independent learners who are achieving important skills for learning, life and work. They display the Gospel values of hope, compassion, justice and love as they learn and play together. Children are very proud of their school.
- Together, staff and children create a welcoming, nurturing, caring and inclusive ethos. This supports positive relationships and a strong sense of community. Children feel confident, secure and able to flourish as a result.
- All staff work very well together as a team. They engage effectively with professional learning, research and reflect regularly on its impact on their practice. As a result, high-quality learning and teaching is leading to very strong levels of attainment in literacy and numeracy.

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

- *Staff and children have worked together very effectively to establish a caring school community. There is a warm and nurturing atmosphere throughout the school, which reflects well the school's Gospel values. As a result, children are proud of their school and have a strong sense of belonging.*
- *Children benefit from a relevant and well-planned health and wellbeing curriculum which is cohesive and progressive. Teachers make effective use of the health and wellbeing curriculum to contribute to whole school priorities on improving children's wellbeing. For example, learning about their rights and developing children's understanding about safety online. Staff have worked successfully to achieve a national recognition award linked to bereavement and loss. Consequently, children are supported sensitively through this work. This is helping them to be better prepared to meet challenges in life.*

12. The inspection team identified 2 areas for improvement:

- Continue to build on the highly effective practice in learning, teaching and assessment.
- As planned, continue to develop approaches to the tracking and monitoring of skills across the curriculum

13. 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 Joseph's leadership team to support its implementation.

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

15. Education Scotland will make no further reports in connection with the inspection of St Joseph's Primary School.

16. 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**

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

## **RECOMMENDATIONS**

18. Education Committee is asked to:

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

Mark Ratter  
Director of Education  
3 April 2025

### **Convener Contact Details**

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### **Appendix**

1. [Education Scotland report on St Joseph's Primary School](#).

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# Summarised inspection findings

**St Joseph's Primary School**

East Renfrewshire Council

4 March 2025

## Key contextual information

St Joseph's Primary School is a denominational school situated in the town of Busby in East Renfrewshire. At the time of the inspection there were 373 children on the school roll, across 14 classes. The headteacher's leadership team includes a deputy headteacher and two principal teachers. Approximately 17% of children receive additional support for their learning. More than half of all children reside in Scottish Index of Multiple Deprivation (SIMD) data zone 10. Attendance is above the local authority and national average.

### 1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher and staff recently worked very effectively with children, parents and carers to review the vision, values and aims of St Joseph's Primary School. The school's Gospel values of hope, compassion, justice and love underpin the school community's approaches to continuous improvement. Children and staff refer to the values regularly. The headteacher awards certificates at assembly to children who display these values through behaviours and actions. As a result, the values are embedded fully within the school and its wider community and children understand what the values mean in practice. The staff team's approach to promoting the use and understanding of school values has established a common and ambitious purpose. Senior leaders and staff work together very effectively to ensure that the interests of children are at the heart of all decisions. They have a relentless focus on improving outcomes for all children. The headteacher provides clear direction that children and staff understand and collaboratively work towards.
- Senior leaders agree school improvement plan priorities through consultation with children, parents and staff. They use a wide range of self-evaluation data to inform decision making. The current plan sets out appropriate priorities which reflect local and national initiatives. Senior leaders should continue to develop the leadership capacity in staff through providing guidance and direction to identify clearer and more specific impact statements. This will help ensure progress towards achieving success can be measured more accurately. As planned, senior leaders should develop approaches to encourage parents and carers to be more active participants in agreeing and evaluating school improvement priorities. This will provide staff with further helpful feedback on the effectiveness of interventions on outcomes for children.
- The headteacher and staff engage in an effective Professional Review and Development Process (PRD). Teachers and senior leaders use the General Teaching Council Standards to engage in helpful professional discussion. This provides teachers with ongoing opportunities to reflect on their practice and identify and engage in personal and professional learning. For example, all teachers have undertaken an Open University module on developing inclusive classrooms. As a result, children have access to enriched classroom environments that promote engagement in learning. Through the PRD process staff reflect carefully on their development needs including aspects of professional learning and align these with school



improvement aims. This supports very well, a targeted approach to professional learning which enhances staff capacity to take forward change and drive improvement within the school.

- Senior leaders and staff recognise the importance of monitoring and evaluating the work of the school. They have developed a strategic collegiate calendar which maps out very clearly activities staff will undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and engaging with children in groups to discuss their learning. All teachers have undertaken practitioner enquiry to test and try new ideas linked to school improvement. Staff set a key question linked to a specific area they aim to improve. As part of the learning cycle model teachers work in trios to visit each other's classrooms. They test out if the planned change is delivering improved outcomes for children. This active and effective approach to school improvement is helping teachers to deepen their thinking and understanding of their practice.
- Senior leaders have created a strong culture of leadership across the school where staff feel empowered to initiate well informed change. They share a collective responsibility to improve outcomes for children. Staff enhance their professional learning from colleagues' involvement in local authority improvement groups. All teaching staff lead on key priorities linked to school improvement by engaging with educational research and driving improvement through working collaboratively. For example, teachers have led change and improvement for children to reflect successfully on how they learn. As a result, children are more accurately able to articulate their strengths in learning and identify their next steps to achieve further success.
- Pupil Support Assistants (PSAs) take on leadership roles across the school community. They work with colleagues and partners to plan and provide targeted support for identified children to enhance their motor skills. This promotes successfully children's access to the curriculum and enhances learning. All PSAs ensure that the playground is a safe and happy environment for children to play together. This positive culture of leadership results in highly motivated staff who understand clearly that they have individual and team responsibility for improving outcomes.
- Almost all parents are extremely positive about the school. Parents value the work and support provided by senior leaders and staff. They recognise the strong and visible leadership provided by the headteacher and senior leadership team. Senior leaders are very responsive to the views of parents and use these to inform change. For example, parents' views were used to inform the development of a useful homework help guide for families.
- There are very effective structures in place to support and develop pupil leadership across the school. All children are involved in leadership committees which include the pupil council, sports leaders and the Laudato Si Group. Children involved in these committees reflect effectively on the School Improvement Plan and agree appropriate key aims for their committee. They create an action plan, implement it and evaluate its progress. Children report back clearly about their work to the whole school through assemblies. Representatives from all pupil leadership groups also meet together with the headteacher at the school's Joint Committee to review progress. This is leading to meaningful improvements driven by children's voice. For example, as a result of the work of the sports committee, children now experience a greater range of sports within physical education lessons. These leadership opportunities help children to realise their rights and understand very well that their views are important and valued across the school community.
- Senior leaders and staff have a deep understanding of the social and economic context of the school community. Staff use this information very effectively to ensure they are well informed about challenges that may impact on individual children's learning, attainment or wellbeing.

## 10

Senior leaders consult parents, children and staff to determine the focus of Pupil Equity Funding (PEF). Across the school, all staff have very high expectations of children and of each other. They ensure economic challenges do not present barriers to how well children engage, learn and achieve.

## 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 very nurturing and inclusive learning environment for all children. The ethos and culture of the school is underpinned strongly by Gospel values, nurture and children's rights. The shared values of hope, compassion, justice and love are integral to the St Joseph's community. Across the school, children are polite, confident and respectful. They are keen to share their learning and rightly are proud of their school and the part they play in it.
- Across the school, the climate for learning is calm and purposeful. Relationships between staff and children are very positive and promote children's learning and engagement. In all classes, staff have high expectations of behaviour based on Class Charters, which are informed by children's rights. Almost all children behave very well in school and in the playground. Skilled staff use a range of effective strategies to support a few children to remain focused on learning, when required.
- Almost all teachers provide clearly planned, motivating tasks and activities, which are matched effectively to children's needs. All teachers provide children with clear explanations and instructions. Almost all children work successfully in pairs and small groups. Staff support children through skilful interventions to extend their learning. For example, they work with groups or individuals to reinforce teaching points and provide children with clarity in their learning. Staff support children who require additional support with their learning very well using a range of targeted approaches. There is variability in the pace of learning in a minority of lessons which impacts on children's level of engagement. Teachers should now work together to ensure there is appropriate pace in all lessons. This should help enhance further children's purposeful engagement in their learning.
- In almost all lessons, teachers ask questions which require children to recall information, make links to prior learning and to check for understanding. In most lessons, teachers use effective strategies to ensure all children are actively involved in thinking and providing answers. For example, teachers use a 'no hands up approach' to ask questions. This helps ensure that all children are engaged in thinking which supports their learning.
- In almost all lessons, teachers support children effectively to understand what they are learning and how they will know if they have been successful. All teachers provide clear written and verbal feedback. This supports children to understand what they are doing well and how to improve.
- Staff have developed very effective approaches which support children to assess how well they are learning and to recall their prior learning. Children use these well to identify how much support they require in their next steps in learning. This can include working independently and providing support to others within the class. Through structured questions, children reflect on their learning across the curriculum. They record their achievements in a high-quality digital

profile as they progress through the school which is shared with parents. This approach is a significant strength of the school as it is developing children as independent and successful learners.

- Staff have worked together very effectively to develop play pedagogy in P1 and P2. They have a clear focus on developing children’s learning and engagement. Staff use space very effectively inside and outside to provide a range of stimulating learning environments, linked to children’s interests. Teachers use an appropriate balance of child-initiated activities, adult-initiated and adult-directed activities to support children’s learning very successfully. Staff use observations regularly to assess and record children’s learning. Staff are developing play pedagogy through enquiry tasks as children progress through the school. Children talk confidently about how enquiry tasks engage and motivate them in their learning. Senior leaders and staff should continue to evaluate this approach. This should help ensure that teachers use their observations to plan for effective progression and challenge in learning.
- Across the school, teachers’ innovative use of digital technologies is successfully enhancing children’s learning. This session, staff are continuing to develop the creative use of digital technologies, including the use of artificial intelligence. Staff provide helpful workshops for parents to share approaches on how digital technology is used effectively to support children’s learning. Teachers use a progressive framework for digital technology. This helps develop children’s digital skills, critical thinking and creativity. For example, children at second level use coding to program devices as part of their work in technology. Children, in their role as digital leaders, support and enhance the development of digital technology. As a result, children’s digital skills for learning are improving across the school.
- Staff implement a comprehensive programme for outdoor learning, which ensures progression in children’s learning as they move through the school. They plan high-quality challenging activities within the school grounds and in a wooded area outwith the school. Children take part in both child-initiated and adult-supported activities as part of Muddy Movers and Off Grid. These activities support children successfully to develop a wide range of skills, including problem solving, motor skills, social skills and understanding risk.
- Staff are beginning to develop children’s understanding of meta-skills and making clear links to the world of work. Children talk positively about the skills they have acquired through science, technology, engineering and maths (STEM) activities, which provide them with a high level of challenge. As planned, the headteacher and staff should develop approaches to track the development of children’s skills across the curriculum. This should help them to enhance children’s progression further by building on prior learning.
- Teachers use a range of high-quality assessments well to assess children’s progress in literacy and numeracy and to inform their planning. Senior leaders and staff track children’s progress effectively in these areas. Teachers meet with the senior leadership team termly to track children’s progress in literacy and numeracy. Senior leaders and teachers rigorously analyse data to identify areas for improvement. Together, they identify children who require targeted support with their learning, including children who are impacted negatively by personal and socio-economic circumstances. Teachers plan and provide effective targeted support and a range of worthwhile interventions to those children who have additional support needs. Staff use assessment information effectively to evaluate the impact of these interventions.
- All teachers value the opportunities they have to engage in moderation activity within the school, the cluster and across the local authority. Teachers use national Benchmarks very well to support their professional judgement of children’s progress through Curriculum for Excellence (CfE) levels in literacy and numeracy. Senior leaders should continue to develop

approaches to moderation across all curricular areas to ensure progression and high attainment for all children.

- Teachers plan very effectively using CfE experiences and outcomes across all curricular areas. The school ensures depth and progression in children's learning through their pathways approach. They have a very strong and successful focus on children leading and planning their learning. Teachers use provocations very effectively to support children to identify their prior knowledge and stimulate higher order thinking skills. Children identify a range of questions. They then record their Big Questions in Big Books and on wall displays. Teachers use this information well to inform lessons and activities. As their work progresses, children identify further questions that they wish to explore. This increases levels of motivation and challenge for all children.

## 2.2 Curriculum: Learning pathways

- All teachers plan very effectively using local authority and school developed progression pathways for all curricular areas. These pathways are linked to CfE experiences, outcomes and the national Benchmarks and help to ensure children's learning builds on prior knowledge. Teachers use learning pathways to plan collaboratively across curricular areas. They group CfE experiences and outcomes together to create relevant and meaningful focus areas. This includes STEM, social subjects and expressive arts. This has helped them to promote breadth and depth within children's learning.
- Teachers ensure learning pathways allow for flexibility, reflecting the needs and interests of children. The well resourced 'Room of Requirement' provides an exciting and innovative learning environment. This space supports children well to further develop their skills in enquiry-based learning. Staff have engaged successfully with parents and partners to develop and deliver masterclasses to all children. These support the progressive planning and teaching of life skills across P1 to P7 such as sewing, cooking, British Sign Language and knitting. As a result of this, children are developing well their skills for learning, life and work.
- Staff recognise the importance of children learning outdoors and have developed a progressive outdoor learning framework based around the development of children's skills. Children across the school regularly experience a well-balanced programme of outdoor learning both within the school grounds and wider community. Staff use outdoor learning to enhance children's learning through meaningful contexts. For example, children in P1 and P2 take part in Muddy Movers each week. This is supporting children well to learn and apply their problem-solving and teamworking skills in new contexts.
- Children, staff and parents demonstrate a commitment to improving the environment as part of Laudato Si Catholic Schools' Programme.' The Laudato Si pupil sub-committee, Stewards of the Earth, shared their action plan successfully with the whole school through assemblies. As a result, children and their families engaged in planned days of action to plant trees, vegetables and improve their school grounds. The Laudato Si pupil committee organised an interesting, focused week for all children to highlight the importance of caring for the environment. This has ensured that there is a strong commitment and determination to embed learning for sustainability across the curriculum.
- All children receive two hours of high-quality physical education each week. Teachers use the local authority progression pathway to plan learning in physical education. This is helping to ensure that children's learning is progressive.
- Children across all stages learn French. In all classes, teachers provide progressive lessons to develop children's knowledge of the French language. Pupils in P5-P7 also learn Mandarin which is taught by an external provider. There is a clear progression planned with the associated secondary for both languages.
- Children visit the school library each week and the local library once a term. This is supporting effectively the development of children's reading skills and their enjoyment of reading. The pupil library committee identified areas for improvement within the school library using self-evaluation processes linked to school improvement. As a result, the library now includes a more diverse range of books along with a dyslexia friendly book identifier. This is helping to ensure greater accessibility for all children.

## 2.7 Partnerships: Impact on learners – parental engagement

- Children and families benefit from family learning experiences within the school and as part of the cluster of schools. Staff refer to a family friendly charter which prioritises effective partnership working with families. Staff have engaged families in skills-based learning, supporting learners to build skills for life, learning and work in family learning sessions. These include opportunities for families to learn about digital online safety, STEM and positive parenting programmes. This is helping families to better understand how to keep their children safe and well.
- Parents enjoy regular opportunities to engage in the life of the school with their child. These include family Masses, parents' evenings and opportunities to learn along with children in the classroom setting. Parent helpers regularly contribute to the work of the school, such as supporting outdoor learning activities. This is helping children and families understand how their contributions build a stronger school community.
- The Parent Council are very supportive of the school. The headteacher consults the Parent Council on the school improvement plan and PEF allocation. Parent Council members meet regularly in the school and church hall. They share information about the work of the Parent Council with the wider community through the school website and digital platforms.

## 2.1 Safeguarding

- 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.



**3.1 Ensuring wellbeing, equality and inclusion****very good**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff and children have worked together very effectively to establish a caring school community. There is a warm and nurturing atmosphere throughout the school, which reflects well the school's Gospel values. As a result, children are proud of their school and have a strong sense of belonging.
- Children's wellbeing is at the heart of staff's work. Staff and partners have a very good understanding of the importance of wellbeing to a child's attainment, achievement and development. Staff are committed to developing the whole child. Staff work regularly with children to help them understand and reflect on different elements of their wellbeing. Consequently, children are very aware of the wellbeing indicators and what each means to them. Children talk confidently, for example, about the importance and benefits of being safe and of respecting others.
- All children engage regularly in self-evaluation activities and other work to help them identify strengths and challenges relating to their wellbeing. Staff's approaches to supporting children's mental wellbeing are an important strength of the school. Children complete the 'My World Triangle' evaluation tool, resilience questionnaires and daily emotional check-ins. This is supporting children to be more confident, independent and resilient. Staff also use this information to plan and implement interventions which support effectively children. For example, identified children have benefited from successful approaches to enhance their mental health through emotional regulation in the school's dedicated nurture room.
- Staff maintain records and effective evaluations of interventions for individual children to support their further planning. As a next step, senior leaders should consider how to maintain a strategic overview of all children's wellbeing. This should help further understand trends and patterns in children's wellbeing over time and inform future planning.
- Staff have embedded a 'three named adults' approach across the school. Children have identified three trusted adults within their school community whom they can approach with news or concerns. As a result, almost all children feel that they have someone to talk to if they are upset or worried. Almost all children feel safe in school. This approach is strengthening relationships further, empowering children to share worries and concerns and also providing opportunities for them to share their successes.
- Children benefit from a relevant and well-planned health and wellbeing curriculum which is cohesive and progressive. Teachers make effective use of the health and wellbeing curriculum to contribute to whole school priorities on improving children's wellbeing. For example, learning about their rights and developing children's understanding about safety online. Staff have worked successfully to achieve a national recognition award linked to bereavement and loss.

Consequently, children are supported sensitively through this work. This is helping them to be better prepared to meet challenges in life.

- Staff work well with partners to support transitions. Staff work effectively with families to support children starting at St Joseph's Primary and there is a well-planned transition to secondary school. An extended transition beginning in P6 supports all children effectively to relieve possible concerns and prepare them well for secondary school.
- Staff fulfil their statutory duties very well. They identify the needs of children requiring additional support at an early stage and provide robustly planned and targeted supports and interventions. Staff review these approaches thoroughly to ensure that identified children make enhanced progress. Staff have a relentless focus to ensure that they are getting it right for every child. They create profiles to support children with an additional support need which are bespoke, effective and reviewed regularly. As a result, children with identified additional support needs make very good progress in their learning. Staff ensure that the principles of inclusion underpin the work of the school. Staff should continue their work on developing fully inclusive classrooms.
- Staff identify and support children facing barriers to their learning, including those who are care experienced or speak English as an additional language. Children benefit from the staff's implementation of effective strategies developed through their engagement in professional learning. They support care experienced children well in line with 'The Promise'. These approaches support identified children to maintain positive attendance at school and make progress in their learning. Senior leaders should continue to explore ways to identify and support children who may benefit from such approaches. For example, by further enhancing children's awareness and understanding of what it means to be a young carer.
- Most children feel that their peers treat them with respect. Children's daily emotional check-ins with staff are effectively enabling staff to promptly identify, explore and resolve potential conflicts or incidents of bullying. As a result of positive relationships with staff, almost all children who have experienced bullying feel that the school deals well with this. The pupil council has recently produced a child-friendly version of the school's anti-bullying policy and shared this with their peers. Staff should build further on this refreshed policy to continue to explore definitions and actions around bullying with the school community.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with education and the catering service. Aspects of good practice were identified in relation to food and health promotion in the school.
- Children across the school are developing their understanding of equality and diversity well. Almost all children agree that their school is helping them to understand and respect other people. Staff have worked with children to identify engaging ways to learn more about prejudice, discrimination and persecution and how this can be challenged. For example, through carefully chosen novel studies or projects relating to disability or race. Children have also been involved in selecting new texts for the school library to reflect better a diverse school population of different races, religions and cultures. These activities are increasing children's understanding of diversity and how to challenge injustice.

- Children also enjoy, and benefit from, opportunities to celebrate differences. For example, children present regularly to their peers at assemblies about neurodivergence or cultural differences. Children plan events which contribute to the school's inclusive ethos through the culture and languages committee. Senior leaders and staff ensure that all children are fully included in social events and play activities irrespective of their individual needs, through effective planning. Senior leaders ensure that the school's annual calendar of events take account of multi-faith celebrations. As a result, children learn more about each other, develop empathy and have the opportunity to have their own lives and backgrounds celebrated.

**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**

- Almost all children attained nationally expected CfE levels for reading, writing, listening and talking and numeracy in 2023/24. A majority of children in literacy and most children in numeracy exceed national expectations. Overall, children's attainment outcomes are consistently in line with or above local authority and national averages.
- Almost all children who receive additional support for their learning make very good progress against their individual targets for learning. Most children achieve nationally expected levels in literacy and almost all in numeracy.

**Attainment in literacy and English**

- Overall children's progress and attainment in literacy and English is very good

**Listening and talking**

- Almost all children at early level listen carefully to stories, recalling information and responding appropriately. They follow simple instructions very well and respond to questions with enthusiasm. They are building their confidence in talking about personal experiences. Almost all children at first level turn take, share and listen to the views of others. They make very good use of non-verbal techniques, such as eye contact and hand gestures when engaging with others. They should continue to extend their skills in class discussions and debates. Almost all children at second level build appropriately on the contribution of peers and show respect for the point of view of others. They identify the difference between fact and opinion with appropriate explanation. They will benefit from further opportunities to present ideas and information to a wide range of audiences.

**Reading**

- Almost all children working at early level read and say different sounds and letters with confidence. They use picture clues very well to make predictions and identify characters in stories. They are building their confidence in asking and answering questions about texts. Almost all children at first level decode unfamiliar words. They read a familiar text accurately with expression and confidence. They understand the difference between fact and opinion. They should continue to develop their understanding of literal, inferential and evaluative questions. Almost all children at second level explain their preferences for particular texts, genres and authors providing supporting detail. They understand and use reading strategies, such as skimming, scanning, and summarising. They should continue to increase their skills in identifying aspects of the writer's style, use of language and other features appropriate to genre. Children across the school develop their reading skills and reading for enjoyment through borrowing and enjoying books from the school and local library.

## Writing

- Almost all children at early level are developing well their legible letter formation in writing. They are building their confidence in writing simple sentences using capital letters and full stops. Almost all children at first level write regularly for a range of purposes, use common words accurately and select interesting vocabulary to engage the reader. They are developing their skills using a wider range of punctuation such as commas, exclamation marks and speech marks. Almost all children at second level develop and apply their writing skills through real-life, meaningful contexts. They demonstrate a clear understanding of the key features of different genres of writing, such as imaginative, creative and functional texts. They are building their understanding further of key features of specific genre including aspects of layout and presentation.

## Numeracy and mathematics

- Overall children's progress and attainment in numeracy and mathematics is very good.

## Number, money and measure

- Almost all children at early level successfully add numbers within 10. They are developing their mental agility and knowledge of number facts. Almost all children at first level accurately round numbers to 100. They calculate accurately simple fractions of whole numbers. They are developing their understanding of equivalent fractions. Almost all children at second level confidently compare costs and determine affordability within a given budget. They understand the relationship between common fractions, decimal fractions, and percentages. They should continue to apply their numeracy and mathematics skills across an increasing range of problem-solving contexts.

## Shape, position and movement

- Almost all children working at early level recognise and describe common two-dimensional shapes and three-dimensional objects. They understand the language of position, including in front and behind. Almost all children at first level accurately identify lines of symmetry within shapes. They are increasing their understanding of compass points and using words associated with angles to provide directions. Almost all children at second level confidently use mathematical language accurately to describe and classify angles. They are developing their knowledge of circles and complimentary and supplementary angles to calculate missing angles.

## Information handling

- Almost all children at early level link routines to events, for example on their daily visual timetable. They are developing skills in interpreting data. Almost all children at first level, understand simple bar graphs and charts and use them successfully to interpret key information. They would benefit from further opportunities to gather, sort and display data in real-life contexts. At second level, almost all children analyse and draw conclusions from a variety of sources, including pie charts. They are developing their skills in identifying changes and trends in data through analysing charts and line graphs. Children in P6 and P7 use effectively maths notebooks to record key mathematical concepts across all areas of maths.

## Attainment over time

- Overall, children's attainment has remained consistently strong over recent years. Teachers have engaged in a range of effective moderation activities in school, within cluster schools and across the local authority. They use well the national Benchmarks and a range of assessment data, including standardised data, to inform their judgments on children's progress and attainment. This has helped to ensure that teacher professional judgments in literacy and numeracy around the achievement of a CfE level are increasingly robust and accurate.



- Staff use establishment and local authority systems effectively to check and monitor the progress and attainment of all children. Senior leaders and staff are ambitious for all children and have a clear focus on raising the attainment in literacy and numeracy. Senior leaders and staff have evidence that demonstrates accurately that almost all children maintain consistently high standards of attainment as they progress through the school. Senior leaders and staff now need to develop approaches to tracking and monitoring children's progress across all curricular areas. This should help staff identify trends and gaps in children's learning across the curriculum and further enhance approaches to teachers' planning for children's learning.

### **Overall quality of learners' achievements**

- Across the school, there is a wide range of opportunities for children to develop their leadership skills and achieve personal success. All children are members of a pupil voice committee and make an authentic contribution to improving the school. For example, the dyslexia champions have worked to build awareness of dyslexia and identify ways this supports learners across classes. This is helping children understand that their contribution makes a positive difference to the school community and develops children as responsible citizens.
- Most children engage well in a range of clubs provided by school staff. This includes drama, homework, coding and multi-sports. Staff change these clubs termly in response to children's feedback and requests. Children proudly represent their school and achieve success at sports festivals and tournaments. They take responsibility for gathering evidence to support applications for accredited awards. For example, a national award for rights or the nationally recognised Pope Francis Faith Award. This is building children's resilience, sense of achievement and sense of community.
- Children's achievements are valued and celebrated through their own profiles, assemblies, in classes and on the school's social media. Staff track children's participation in all clubs and achievements both in school and at home. They use this data successfully to ensure that an increasing number of children benefit from these experiences. Staff recognise the need to link children's achievement to skills development. This should further support the effective planning of achievement opportunities for all children.

### **Equity for all learners**

- Senior leaders and staff have a deep understanding of the socio-economic context of the school and of the challenges faced by children and families. Children in the Pupil Equity Committee have worked effectively to raise awareness of costs associated with the school day. As a result, children across the school have an increased understanding of the right to an education regardless of circumstances. Staff have taken positive steps to reduce the cost of the school day including providing a preloved clothing bank, the provision of healthy snacks and access to a range of free clubs. The headteacher ensures that parents, staff and children are consulted on PEF spending. The headteacher has appropriately prioritised the use of PEF to ensure that financial challenges do not prevent any children from taking part in opportunities for learning and achievement. For example, staff provide a progressive programme of outdoor learning across the school year. As a result, children are developing problem solving skills, teamwork and a greater sense of inclusion.
- Almost all children maintain very high levels of attendance at school. Attendance has been consistently above national averages. Staff monitor children's attendance carefully and senior leaders support families sensitively. Children's positive attendance is supported effectively by staff's caring and nurturing approaches and engaging learning experiences. This motivates children to want to attend school.

- Senior leaders track and monitor the progress of all children, including those who have barriers to learning or experience disadvantage. Senior leaders and staff identify any gaps in learning and plan appropriate targeted interventions for children supported by PEF. There is clear evidence that these targeted interventions are having a positive impact on children's learning and closing identified gaps in attainment.

## Practice worth sharing more widely

### Learner Agency

Developing successful and independent learners through retrieval and metacognition approaches.

The effective approaches, which support children to assess how well they are learning and to recall their prior learning. This is effective in supporting how children independently assess how much support they require in their next steps in learning. Teachers support children well with this through structured questions, opportunities for children to reflect on their learning and use of individual digital profiles. These profiles are helpful for children to reflect on their learning as they progress through school.

- Children are supported to reflect on their prior learning and consider their next steps to success in their learning journey.
- Children are encouraged to ask questions about how they learn and use this awareness to plan and improve their learning.
- In collaboration with the teacher, children influence, direct and make choices about their own learning.
- This approach is helping children to become more successful and independent learners and have an authentic voice in planning the support and challenge they need to be successful learners.



## 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.

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**St Joseph's Primary School**  
**Action Plan following Education Scotland Inspection**



| Area for Improvement   | Continue to build on the highly effective practice in learning, teaching and assessment.  |   |   |  |   |
|--|---|---|---|--|---|
| Impact and Outcomes  | Action  | Personnel   | Timescale   | Resources  | Monitoring and Evaluation   |
| <p>Teachers will develop their collective efficacy to coach and support one another to continue to build on our highly effective practice in learning, teaching and assessment.</p> <p>Children understand that their views are important, valued and inform school improvement.</p> <p>All children are purposefully engaged in their learning.</p> | <ul style="list-style-type: none"> <li>• Provide CLPL opportunities to focus on the pace of lessons to ensure purposeful engagement for all learners.</li> <li>• Continue to evaluate to ensure observations are used to plan for effective progression and challenge in learning.</li> <li>• Continue to use assessment information to evaluate the impact of interventions (targeted support).</li> <li>• Continue to provide pupils with meaningful leadership opportunities through pupil committees. Points raised through joint committee meetings will help to inform school improvement.</li> <li>• Continue to develop fully inclusive classrooms through embedding the CIRCLE framework.</li> </ul> | <ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Learning Teaching and assessment Working party.</li> <li>• All practitioners</li> <li>• Senior Leaders.</li> <li>• Senior Leaders</li> <li>• DHT</li> <li>• PT of PEF</li> <li>• Support for Learning staff.</li> <li>• Committees</li> <li>• Head Teacher.</li> <li>• ASN working party</li> <li>• DHT/PT leading on CIRCLE.</li> </ul> | <p>Aug'25 – June 26</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <ul style="list-style-type: none"> <li>• ERC, West Partnership and Education Scotland CLPL</li> <li>• ERC 'Excellent Experiences' documentation</li> <li>• Realising the ambition</li> <li>• CIRCLE framework and ERC CIRCLE working group.</li> </ul> | <ul style="list-style-type: none"> <li>• PRD process</li> <li>• School Improvement plan</li> <li>• LTA working party/Learning Cycle evaluations</li> <li>• Professional dialogue</li> <li>• Classroom observations</li> <li>• Pupil dialogue</li> <li>• Interim assessments</li> <li>• Minutes from joint committee</li> <li>• Committee action plans.</li> </ul> |

**St Joseph's Primary School**  
**Action Plan following Education Scotland Inspection**



| Area for Improvement  | As planned, continue to develop approaches to the tracking and monitoring of skills across the curriculum.  |   |   |  |   |
|---|---|---|---|--|---|
| Impact and Outcomes   | Action  | Personnel   | Timescale   | Resources  | Monitoring and Evaluation   |
| <p>To increase pupil attainment across all areas of the curriculum.</p> <p>Staff can identify trends and gaps in children's learning across the curriculum and enhance planning of learning, teaching and assessment and learners' experiences.</p> | <ul style="list-style-type: none"> <li>Further develop our approaches to assessment and moderation across curricular areas. Incorporate authority guidance on tracking and monitoring across the curriculum.</li> <li>Track progress across the curriculum to enhance progression further by building on prior learning.</li> <li>Further develop/embed Big Questions approach in order to continue to provide high levels of engagement and challenge for all learners.</li> </ul> | <ul style="list-style-type: none"> <li>Senior leaders</li> <li>ERC Education Department.</li> <li>All practitioners</li> <li>Senior leaders.</li> </ul> | <p>Aug '25 and ongoing</p> <p>Current and ongoing</p> | <ul style="list-style-type: none"> <li>Local authority and Education Scotland guidance documentation</li> <li>ERC Curriculum Reference Group documentation and materials.</li> </ul> | <ul style="list-style-type: none"> <li>Professional dialogue</li> <li>Forward planning</li> <li>Curricular planning frameworks</li> <li>Tracking data</li> <li>Moderation documentation.</li> </ul> |

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 APRIL 2025Report by Director of EducationREPORT ON THE PROGRESS OF EAST RENFREWSHIRE COUNCIL ADDITIONAL  
SUPPORT FOR LEARNING (ASL) REVIEW RECOMMENDATIONS**PURPOSE OF REPORT**

1. To update Education Committee on the progress that has been made in achieving the recommendations agreed as a result of the East Renfrewshire Review of Additional Support for Learning.

**RECOMMENDATIONS**

2. Education Committee is asked to note and comment on the content of the Education Department Executive Summary on the progress of East Renfrewshire Council ASL Review Recommendations (Appendix 1).

**BACKGROUND**

3. A National Review of the implementation of additional support for learning in schools was carried out by Angela Morgan (2020); it considered the implementation of the Additional Support for Learning legislation and how this is applied to practice across authorities. This included: the quality of learning and support; the different approaches to planning and assessment to meet the needs of children and young people; the roles and responsibilities of all education staff and the areas of practice that could be further enhanced through better use of current resources.

4. Following the publication of Angela Morgan's report on Additional Support for Learning in Scotland, 'All Our Children, All Their Potential', a review of Additional Support for Learning (ASL) in East Renfrewshire Council was undertaken March-September 2021. The review took cognisance of the national review and subsequent recommendations made through the National Action Plan and our proposed work to implement these, with an overall objective therefore, to develop and implement an enhanced model of Additional Support Needs provision within East Renfrewshire. The recommendations of this review were agreed by Education Committee in February 2022.

5. The East Renfrewshire review considered how we provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing enhanced ASN provision in our mainstream schools through sharing of specialist knowledge, training and resources. This remains central to the realisation of the department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*.

## REPORT

6. Based on the findings of the review, 19 recommendations were agreed and subsequently organised into the following 4 categories:

- Vision
- Culture and Climate
- Specialist Provision
- Career Long Professional Learning (CLPL)

7. Four work-streams linked to these categories and comprising of a range of staff at all levels across the system were established to take the recommendations forward. This summary outlines our key developments and achievements across the work-streams, the impact of our work on children, young people, families and practitioners, and what our next steps are. A full report on progress can be seen in Appendix 2.

8. The Vision work-stream has taken forward a range of work to support inclusive values and practice across all our settings and schools in order to ensure we are 'Getting it Right for Every Child' and placing children's rights at the heart of our work.

9. The Culture and Climate work-stream has led key developments to support attendance, behaviour and relationships across our settings and schools. This group has also focussed on ensuring we are Keeping the Promise for care experienced children and young people in East Renfrewshire.

10. The key purpose of the Specialist Provision work-stream has been to enhance our specialist provision offer across East Renfrewshire settings and schools. This has included increasing capacity as well as improving experiences and outcomes and streamlining processes.

11. The Career Long Professional Learning (CLPL) work-stream has worked closely with the other 3 work-streams to take forward and co-ordinate professional learning linked to all areas of ASN. There has been a range of high quality learning and development opportunities for staff across our settings and schools including senior leaders, middle leaders, teachers, newly qualified teachers and pupil support assistants (PSA).

## CONSULTATION AND PARTNERSHIP WORKING

12. The ASL Oversight Group oversee the planning, implementation and evaluation of the ASL Review in East Renfrewshire. Extensive consultation took place during the data gathering phase of our ASL review and this has been used to inform the actions that have been taken moving forward. The 4 different work-streams comprise of a range of staff across settings, schools and the Education Department. Parents and pupils have also been widely involved in consultation and evaluation of a range of activity linked to the ASL review.

## FINANCIAL AND EFFICIENCY IMPLICATIONS

13. In addition to the department directing funding from its delegated budget to support the recommendations as outlined in ASL review, funding is being complemented by various grant schemes such as Care Experienced Attainment Fund, Whole Family Wellbeing Fund and Strategic Equity Fund have been directed to support some of the key developments.

## IMPLICATIONS OF THE PROPOSALS

14 An Equality, Fairness and Rights Impact Assessment was undertaken as part of the ASL Review.

## CONCLUSION

15 In conclusion, the developments that have taken place, which have been guided by our comprehensive action plan, have resulted in clear progress in fostering a more inclusive environment and improving experiences and outcomes for our learners with ASN. However, we recognise that inclusion is an ongoing journey, not a destination. Sustaining this drive for improvement in the area of ASN requires continued commitment and effort of all our workforce.

16. We will continue to lead improvements in this area and will remain responsive to the evolving needs of our children and young people. We will continue to strive towards ensuring that every child and young person feels valued, respected, and empowered to continue to achieve the best possible outcomes. We are committed to continuing this vital work and fostering a truly inclusive learning environment for all through the creation of an additional 3 year ASN Action Plan.

## RECOMMENDATION

17. Education Committee is asked to note and comment on the content of the Education Department Executive Summary on the progress of East Renfrewshire Council ASL Review Recommendations.

Mark Ratter  
Director of Education  
3 April 2025

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Appendices  
Appendix 1 – Executive Summary  
Appendix 2 – Report on the progress of East Renfrewshire Council ASL Review Recommendations

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## APPENDIX 1

## REVIEW OF ADDITIONAL SUPPORT FOR LEARNING (ASL) IN EAST RENFREWSHIRE

## INTERIM PROGRESS REPORT ON PHASE 4: ACTION PLAN AND IMPLEMENTATION

## EXECUTIVE SUMMARY

March 2025

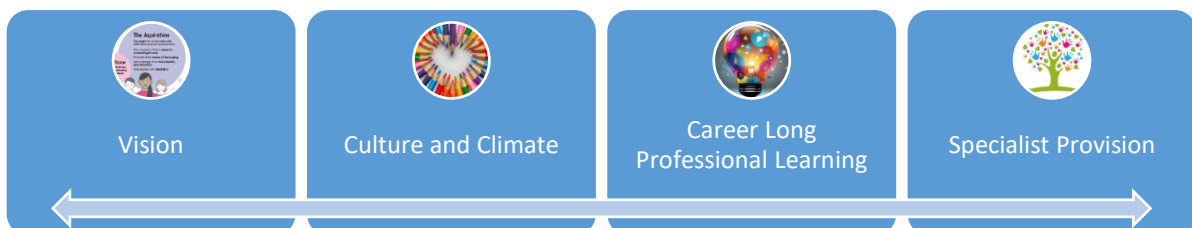
**BACKGROUND**

A review of Additional Support for Learning (ASL) in East Renfrewshire Council was undertaken in January 2022. The purpose of the review was to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing high quality experiences for children and young people with additional support needs in our mainstream schools. This is achieved through sharing of specialist knowledge, training and resources to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised. The review led to key priorities being identified, namely:

- Implementation of recommendations of the Angela Morgan Review – All Our Children and All Their Potential;
- Identification of service gaps, barriers and recommended potential solutions in relation to ASL provision within ERC establishments;
- Planning and development of an ERC Additional Support for Learning Action Plan in line with the National ASL Action Plan;
- Ensuring that children, young people, and families are engaged in reviewing, planning and evaluating ASL in ERC;
- Providing opportunities for wider staff groups to inform the audit and action plan and lead change.

Our local review took cognisance of the National Review of ASL and subsequent recommendations made through the National Action Plan, with the overall objective to develop and implement an improved model of Additional Support Needs provision within East Renfrewshire. Our review outlined key strengths, local challenges and areas for further development that would bring about improvement for children and young people with additional support needs. Key findings from our report led to 19 recommendations which are attached in Appendix A of the full report.

Four work-streams were created to take these recommendations forward.



This report will outline our key achievements across these work-streams, the impact that we are having on children, young people, families and practitioners, and what our next steps are.

## VISION WORKSTREAM

### Key Achievements

- We have developed our vision and aspiration for learners with additional support needs and aligned our vision and aspiration with the principles of The Promise to our care experienced children and young people. Our approach is underpinned by the principles of the UNCRC to ensure a rights respecting culture in all settings.
- We have worked in partnership to write the revised ERC GIRFEC Framework and Guidance for Partner Agency Practitioners (2024) and developed templates for GIRFEC assessment and planning that encourage greater involvement of children, young people and families in the process.
- To advance appropriate differentiation and accessibility for all learners with ASN, we have established: moderation groups, Broad General Education curriculum working groups with secondary school leadership teams and cluster approaches to Meeting Learner's Needs.
- We have continued to develop our range of appropriate curricular pathways, for example "Towards Positive Pathways" – which looks at independent travel, employability and financial awareness.
- We have worked with My Rights My Say (Enquire) to develop our local practices and support our practitioners to involve children and young people effectively in decisions that affect them, by capturing their views using a range of methodologies. This includes practitioner ability to recognise barriers to the participation and involvement of those with ASN.
- Through the creation of Be Well Survey and an analysis tool we have supported schools identify the wellbeing strengths and needs of their learners, their resilience to adversity and their sense of belonging to school.

### Impact

- We have a clear vision and aspiration for learners with ASN, revised guidance for practitioners, and tools and resources to support them in their work with children, young people and families. In doing so we have laid the foundations for:
  - Promoting inclusive values, principles and practice among all staff, strengthening the consistency of our approach through a clear message of collective responsibility;
  - Further developing our rights-based culture and ethos;
  - Keeping The Promise;
  - Ensuring meaningful participation and involvement of children and young people with ASN, and their families;
  - A better understanding of wellbeing, resilience and school belonging; and,
  - A renewed commitment to Getting It Right For All Children and Young People.

### Next Steps

- Refresh Education Guidance to align with updated ERC GIRFEC Guidance.
- Ensure the Aspiration is reflected in professional learning and support.
- Develop a Framework for Inclusion.
- Liaise with lead officers for vocational provision to ensure the Aspiration for learners with ASN is reflected in development of pathways and courses.
- Continue to support moderation of wellbeing plans and recording of needs at school and local authority level.
- Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments.

## CULTURE AND CLIMATE WORKSTREAM

### Key Achievements

- We have focused on delivering The Promise and raising awareness of the needs of our care experienced children and young people. A Promise Network has been developed and we have revised our Corporate Parenting Policy.
- Through reviewing our approaches to attendance we have focussed on improving attendance for all. Guidance has been developed to capture the range of supports available including professional learning and whole school self-evaluation on attendance.
- We have refreshed our policy in relation to those children and young people too ill to attend school to ensure the possible supports and resources which schools can access and deliver.
- The establishment of the Learn Well Service with key partners supports our children and young people who face significant barriers to learning due to emotionally based school absence.
- Development of professional learning on trauma informed practice.
- Mentors in Violence Prevention (MVP) programme is embedded in all secondary schools.
- CIRCLE has been introduced to support inclusion. Training for trainers has been carried out in primary schools and we have established a CIRCLE network to offer opportunities to identify and share good practice with colleagues.
- Reviewed our approaches to promoting positive relationships and we have focused on developing de-escalation and positive behaviour strategies.
- Professional learning has been developed, and a range of practitioner networks to support key staff in education establishments including a new Health and Wellbeing Co-ordinators network and Depute Head Teachers forum have been established.

### Impact

- Our attendance is improving, including attendance for care experienced pupils, and was highlighted at a recent national conference where ERC data was identified as an example of good practice.
- We are on track to meet our aspirational target of all establishments having completed the Keeping the Promise Award.
- There is early evidence of impact of the collective work of the professional learning offer in the reduction in the number of reports of violence to staff incidences. This correlates with the introduction of the CIRCLE approach in all primary schools which was introduced in August 2024.

### Next Steps

- Continue to develop The Promise through tracking and monitoring of outcomes and timely supports and interventions for care experienced children and young people.
- Continue to focus on attendance through development of mentors, use of incentives, creation of a coms campaign and use of technology to support pupils.
- We will continue to develop our approaches to trauma informed practice by continuing to deliver Keeping Trauma in Mind and delivering Still Keeping Trauma in Mind. We will also formally review our newly developed supervision model to explore how this could be made more widely available.
- Continue to develop and deliver appropriate professional learning for all staff support inclusion and promoting positive relationships.
- Roll out CIRCLE in our secondary schools and early years.

**CAREER LONG PROFESSIONAL LEARNING****Key Achievements**

- A focus on inclusive values has been added to our Aspiring Leaders Programme and Operational Leadership Programme.
- Our Probationer Induction Programme was further strengthened to include sessions related to inclusion.
- CLPL has been delivered by the QI Team, EPS, Healthier Minds and Education Scotland to appropriate staff groups, incorporating the ASL Vision and inclusive values and includes themes such as 'Effective Transitions', 'GIRFEC Refresh', 'Inclusive Curriculum' and 'EAL and Anti-Racism'.
- A Pupil Support Assistant (PSA) Induction Handbook has been produced to support PSAs and class teachers to understand the range of duties that a PSA can undertake and where they can impact on educational experiences.
- An East Renfrewshire PSA conference was held in February 2025 and focussed on developing the skills, abilities and confidence of PSAs while acknowledging the value of their roles. Delegates experienced keynote presentations and workshops which they selected from a range of themes such as: Keeping Trauma In Mind; Autism; Bilingual Learners and Anti-Racism; CIRCLE Framework; De-escalation and Staff Wellbeing.

**Impact**

- Evaluations of CLPL sessions are positive and indicate that learning has had an impact on attitudes and actions of leaders, and on strategies put in place by practitioners.
- As a result of the PSA handbook and PSA conference, this staff group feel more valued and better prepared to address the challenges within their roles. ASN Coordinators have reported that they feel more confident in leading PSA teams and providing them with learning opportunities as teams and individuals.
- An evaluation of the PSA Conference held in February 2025 demonstrated that almost all delegates had a positive experience. All keynote presentations and workshops were rated as being effective, and delegates were able to identify new approaches or strategies they could use in their day-to-day work.

**Next Steps**

- Continue to develop and deliver CLPL and learning resources that meet the needs of identified groups of staff.
- Continue to engage with Head Teachers and ASN Coordinators and other groups to identify gaps in professional learning and development.

## SPECIALIST PROVISION WORKSTREAM

### Key Achievements

- Following a formal consultation process, Carolside Communication Support Service (CCSS) was established in August 2023.
- A Primary Communication Support Service Specification has been developed for both Carlibar and Carolside CSS in order to support understanding of the role of the PSADU and Primary Communication and Support Services for all stakeholders.
- The Social, Emotional and Behavioural Needs (SEBN) Outreach Service has been redesigned to include an enhanced nurture provision for primary-aged children.
- An updated Home to School Transport policy, including specific guidance for ASN transport, was developed, consulted upon and implemented in August 2023.
- A review of specialist staffing within ERC ASN services and provision has resulted in improvements in staffing structures and supports in our specialist provisions.
- Specialist Services and Provisions Networks have been established for Head Teachers and Senior Leaders from all specialist provisions in order to foster stronger collaboration including sharing of practice, CLPL and joint approaches to self-evaluation.
- The Early Years Outreach Service (EYOS) has been developed to support inclusion in mainstream Early Learning and Childcare Settings to provide direct support to children, build capacity in practitioners and support parents and carers to develop their knowledge, skills and confidence.

### Impact

- High quality provision for children with moderate and complex needs to access specialist and a reduction in travel time from their home school and local community.
- Since the DEN was established, no primary-aged children have been placed within specialist out-with authority provision.
- The new ASN Transport policy has reduced the number of journeys and routes taken and is achieving better value for the Council. There is now a clear policy for people to refer to, which has helped with greater consistency.
- The review of staffing in ASN provision and services has resulted in the redistribution of staff to Carlibar CSS, Williamwood CSS, Isobel Mair and Carolside, this is to support the recommended SNCT ratio of 1 adult:2.5 children across all establishments.
- EYOS has supported professional development of staff. 100% of Heads of Centres agreed that EYOS support is beneficial. There has been a reduction in the number of violent incidents recorded in our ELC settings and a number of children who were on a pathway to a specialist placement have been supported to transition from ELC into a mainstream P1 class.

### Next Steps

- Continue to strengthen self-evaluation, sharing of good practice and a collaborative approach to CLPL via the HT and Senior Leader professional networks.
- Consult with key stakeholders to develop a Secondary School Communication Support Service Specification.
- Review the Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs.
- Review the structure and operation of the Education Resource Group (ERG) to ensure it remains fit for purpose, given the increasing scale and complexity of Additional Support Needs.
- Plan a joint INSET day that to include all staff from specialist ASN services and establishments across East Renfrewshire involving a series of practitioner-led workshops.

## APPENDIX 2

## REVIEW OF ADDITIONAL SUPPORT FOR LEARNING (ASL) IN EAST RENFREWSHIRE

## INTERIM PROGRESS REPORT ON PHASE 4: ACTION PLAN AND IMPLEMENTATION

March 2025

**BACKGROUND**

A review of Additional Support for Learning (ASL) in East Renfrewshire Council was undertaken in January 2022. The purpose of the review was to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing high quality experiences for children and young people with additional support needs in our mainstream schools. This is achieved through sharing of specialist knowledge, training and resources to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised. The review led to key priorities being identified, namely:

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- Planning and development of an ERC Additional Support for Learning Action Plan in line with the National ASL Action Plan;
- Ensuring that children, young people, and families are engaged in reviewing, planning and evaluating ASL in ERC;
- Providing opportunities for wider staff groups to inform the audit and action plan and lead change.

Our local review took cognisance of the National Review of ASL and subsequent recommendations made through the National Action Plan, with the overall objective to develop and implement an improved model of Additional Support Needs provision within East Renfrewshire. Our review outlined key strengths, local challenges and areas for further development that would bring about improvement for children and young people with additional support needs. Key findings from our report led to 19 recommendations which are attached in Appendix A.

Four work-streams were created to take these recommendations forward.



This report will outline our key achievements across these work-streams, the impact that we are having on children, young people, families and practitioners, and what our next steps are.

## VISION WORKSTREAM

### Key Achievements

- In consultation with children, young people, families and practitioners, we have developed our vision and aspiration for learners with additional support needs to strengthen inclusive practice throughout ERC. We have aligned our vision and aspiration with the principles of The Promise to our care experienced children and young people, and our approach is underpinned by the principles of the UNCRC to ensure a rights respecting culture in all settings. Our Vision has been shared through Head Teachers' and Additional Support Needs Coordinators' Forums for consultation and feedback.
- We have developed templates for GIRFEC assessment and planning that encourage greater involvement of children, young people and families in the process, to ensure Our Vision and Our Aspiration are realised. These templates encourage greater collaboration between everyone involved and lead to assessments and plans that are written for children and young people, rather than about them. Steps have also been taken to develop an on-line Child's Wellbeing Plan.
- We have taken a lead role in writing the revised ERC GIRFEC Framework and Guidance for Partner Agency Practitioners (2024), taking account of national legislation and policy updates and emphasising key changes, specifically through:
  - greater emphasis on child-centred, rights-respecting, strengths-based practice and the inclusion of children, young people and their families;
  - simpler and more accessible language when working together with children, young people and families;
  - trauma informed practice and understand the impact of Adverse Childhood Experiences (ACEs);
  - renewed focus on the participation and involvement of children, young people and families;
  - the role practitioners can have in helping to eradicate child poverty. We are participating in the national working group to review how we measure and celebrate the achievements and successes of those with ASN, and to develop effective systems that ensure consistent recording and moderation.
- To advance appropriate differentiation and accessibility for all learners with ASN, we have established: moderation groups, BGE curriculum working groups with secondary school leadership teams and cluster approaches to Meeting Learner's Needs.
- We have continued to develop our range of appropriate curricular pathways, for example "Towards Positive Pathways" – which looks at independent travel, employability and financial awareness.
- We have delivered key note addresses on inclusive, neuro-affirming practice through the Head Teachers', ASN Coordinators' and the Autism and Neurodiversity Forums. These inputs aimed to develop practitioner confidence and skill in communicating about ASN with children, young people and families in respectful ways that are conducive to effective partnership working, and the development of positive relationships.
- We have worked with My Rights My Say (Enquire) to develop our local practices and support our practitioners to involve children and young people effectively in decisions that affect them, by capturing their views using a range of methodologies. This includes

practitioner ability to recognise barriers to the participation and involvement of those with ASN.

- We have created the Be Well Survey and an analysis tool to help schools identify the wellbeing strengths and needs of their learners, their resilience to adversity and their sense of belonging to school. This analysis tool allows school leaders to explore patterns using age, stage and key equity indicators, so that they can address the needs of their children and young people in both responsive and proactive ways.
- We developed a plan for a Framework for Inclusion which will draw together all of the key developments related to our ASL approach in East Renfrewshire including:
  - Key legislation;
  - National and local policy documents;
  - Our vision;
  - Our GIRFEC approach;
  - Guidance on supporting mainstream inclusion;
  - Educational Psychology Service resources, guidance and CLPL;
  - Guidance on Transitions, Promoting Positive Behaviour, Attendance, Health and Wellbeing;
  - Information on Specialist Provision, Supports and ASN Transport;
  - Self-Evaluation Frameworks for Inclusive Practice (How Good Is Our ASL? / Circle Framework).

### Impact

We are setting out a clear vision and aspiration for learners with ASN, have revised guidance for practitioners, and created tools and resources to support them in their work with children, young people and families. In doing so we have laid the foundations for:

- Promoting inclusive values, principles and practice among all staff, strengthening the consistency of our approach through a clear message of collective responsibility;
- Further developing our rights-based culture and ethos across all ELC and school settings;
- Keeping The Promise;
- Ensuring meaningful participation and involvement of children and young people with ASN, and their families;
- A better understanding of wellbeing, resilience and school belonging; and,
- A renewed commitment to Getting It Right For All Children and Young People.

### Evidence

Our commitment to GIRFEC:

We are committed to getting it right for all of our children and young people, to ensure they can thrive and be given every opportunity to achieve their potential. We want them to grow up safe, healthy, active, nurtured, achieving, respected, responsible and included. We want them to have people in their lives that can offer them love, support and hope for the future, beginning with their families and friends, and enhanced through the relationships they have with the practitioners they meet in our Early Learning Centres and Schools.





All settings and schools demonstrate this commitment through their partnership working, staged intervention process and promotion of UNCRC via Rights Respecting Schools. Examples of wellbeing planning can be seen in Appendix B.

### Our Vision and Aspiration

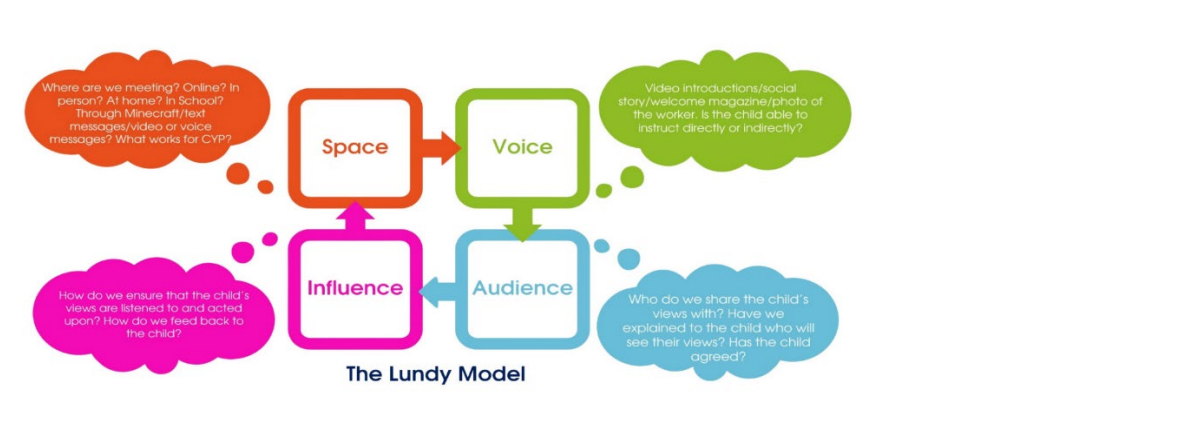
**The Aspiration**  
 We aspire for all learners with ASN to have experiences which:

- Take account of their **views in a meaningful way**
- Promote their **sense of belonging**
- Acknowledge their **individuality and situation**
- Are planned with **flexibility**

**Our Vision**  
 Everyone Attaining, Everyone Achieving through Excellent Experiences

East Renfrewshire Council logo, UN Convention on the Rights of the Child logo, and 'the promise' logo.

### Developing Practices for Involving Children and Young People Effectively



### Head Teacher Seminar Feedback (Inclusion and Social Justice)

The Head Teacher’s Seminar Evaluation 2023 was completed by 44 ELC and school leaders. The theme of the Seminar was Inclusion and Social Justice. 98% of respondents found the launch of our ‘*Social Justice Strategy*’ to be extremely useful or useful to their practice.

Over 93% of respondents found the keynote presentation ‘*Inclusive, Diverse and Decolonised*’ to be very effective or effective. Whilst over 90% of respondents found the keynote presentation on ‘*Inclusive Leadership*’ to be extremely useful or useful for their practice. This presentation outlined our developing vision and aspiration for children and young people with additional support needs and the important principles of inclusive leadership that will bring about improved outcomes for them.

Below is a sample of qualitative feedback from Head Teachers:

The feedback is presented in five speech bubbles of different colors: yellow, orange, blue, green, and blue. Each bubble contains a paragraph of text representing a Head Teacher's response.

Supplementary workshops received positive feedback from almost all respondents who attended them:

| Title  | % Rated Very Good or Excellent |
|--|--------------------------------|
| Developing Culturally And Socially Responsive Practice                   | 83%                            |
| Rights and Representation  | 100%                           |
| Building a Culture of Equality   | 75%                            |
| Designing and Inclusive Curriculum                                       | 85%                            |
| Emotionally Based School Absence: How leaders can make a difference      | 94%                            |
| Inclusive Leadership: A coaching approach to supporting inclusion        | 100%                           |
| Inclusive Leadership: A Whole School Approach to Inclusion and Wellbeing | 85%                            |

Parents and Pupil Questionnaire Data around Inclusion Data for 23/24 session

| Question\theme  | Pupils | Parents | Staff |
|---|--------|---------|-------|
| I feel safe when I am in school                           | 89%    | 95%     |       |
| Staff treat me fairly and with respect                    | 85%    | 95%     | 97%   |
| My school helps me to understand and respect other people | 92%    | 92%     | 97%   |
| My school listens to my views                             | 79%    |         |       |
| My school takes my views into account                     | 73%    |         |       |
| Staff care about my wellbeing                             | 85%    | 85%     |       |

|  |     |     |     |
|--|-----|-----|-----|
| I have opportunities to take part in school committees\groups  | 91% |     |     |
| I feel I belong in my school community   | 88% |     |     |
| I enjoy learning at school   | 81% | 93% | 99% |
| I understand how to apply the school's procedures relating to child protection and safeguarding                    |     |     | 99% |
| I use information and data effectively to identify and reduce inequalities in children and young people's outcomes |     |     | 97% |
| I employ strategies to improve attainment for all my learners.   |     |     | 98% |
| The school's arrangements for engaging parents in their children's learning are effective                          |     |     | 91% |
| I have a clear understanding of the social, cultural and economic context of the school                            |     |     | 97% |

### EPS Evaluation

Our Educational Psychology Service is integral to the support our ELCs and Schools receive in advancing the Vision and Aspiration for ASN learners. End of year evaluations (see Appendix C) indicate the positive impact working with Educational Psychologists has made across a range of work with almost all settings and schools agreeing that:

- They feel more confident meeting the health and wellbeing needs of children and young people;
- Parents have increased knowledge and understanding of their child's needs;
- Children and young people are successfully using supports and strategies in their classroom; and,
- Staff are more skilled and confident in their practice with the support of the EPS
- Children's rights, wellbeing and inclusion are supported by working in partnership with the EPS.

Overall, 100% of ELC and School partners strongly agreed or agreed that working collaboratively with the Educational Psychology Service had improved outcomes for our most vulnerable children, young people and families.

### Inclusion Consultation: What Children and Young People in East Renfrewshire Think

The views of over 200 children and young people were sought using a range of methods to inform the Vision and Aspiration for Learners with ASN, and to consider whether we are Getting it Right for them. Their views have been collated in the form of a Sway is being used by settings and schools to inform their work on inclusive practice. The Sway can be accessed here: [Inclusion: what children and young people in East Renfrewshire think](#)

### Next Steps

- Work in partnership with the GIRFEC Working Group to refresh Education Guidance and ensure alignment with our Vision and Aspiration for Learners with Additional Support Needs. This will include:
  - Involving children, young people, families and practitioners to get critical feedback on our ERC GIRFEC Education Practitioner Guidance;

- Developing CLPL resources for implementation of the new GIRFEC refresh, to be made available to all ELCs and schools for the in-service days in August 2025, in collaboration with the GIRFEC Working Group and CLPL Workstream;
  - The launch of our GIRFEC Refresh with Head Teachers in March and April 2025, demonstrating the explicit links to The Circle methodology that is being driven through the Culture and Climate work-stream.
  - Working with the communications team to finalise flowcharts for assessment and planning, and posters to support the GIRFEC refresh, including the final draft of Our Vision and Our Aspiration.
- 
- Work together with the curriculum, learning, teaching and assessment group to ensure the Aspiration is reflected throughout authority-wide professional learning and support, including approaches to digital supports for learners with ASN.
  - Explore the future viability of holding assessment and planning templates online and to develop the user interface to be as child-friendly as possible.
  - Finalise the draft Framework for Inclusion and make this easily accessible to all practitioners through an on-line platform (e.g. Meeting Learner Needs Site or Thing Link).
  - Liaise with lead officers for vocational provision to ensure the Aspiration for learners with ASN is reflected in development of pathways and courses.
  - Continue to support moderation of wellbeing plans and recording of needs at school and local authority level, and explore ways to record achievement using wellbeing plans / my world of work.
  - Continue to review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments; and develop effective systems to ensure consistent recording and moderation of ASN needs at school and authority level.

## CULTURE AND CLIMATE WORKSTREAM

### Key Achievements

We have focused on delivering The Promise and raising awareness of the needs of our care experienced children and young people across the education workforce.

- We have presented to Head Teachers, Depute Head Teachers, Additional Support Needs Co-ordinators and other staff groups across ERC. We have delivered training for trainers to ensure key staff have full knowledge and understanding, capacity and confidence to ensure all education establishments Keep Our Promise. All of our education establishments are delivering the Keeping The Promise Award to all staff.
- We have delivered training to centrally based staff including our Educational Psychologists and wider SEF team who have successfully completed the Keeping the Promise Award and have secured accreditation to reflect this.
- We have developed a Promise Network to support key staff and to share national updates and provide a platform for sharing good practice. The network allows us to focus on Plan 24-30 and ensure that there is an ongoing focus across on The Promise Progress Framework.
- We have revised our Corporate Parenting Policy to reflect current legislation and approaches to supporting our care experienced population and have taken care to ensure that the language used is fully compliant with the national guidance which has captured the views and voices of care experienced young people and their families. Our Promise will support all education establishments to meet the needs of our care experienced children and young people and their families. In addition, we have developed supports and materials for education establishments including a Thinglink and sway, accessible and available for 'any time learning'.
- We have worked with all education establishments collectively and individually to focus on improving outcomes for our care experienced children and young people. We have gathered the results of these meetings in to a report which demonstrates the impact of the work being done across all education establishments to keep Our Promise.
- We have refined systems to identify, track and monitor outcomes for our care experienced children and young people and have established protocols to support partnership working. In doing so, we have presented at the ERC Corporate Parenting sub group and ERC Improving Outcomes group supporting shared understanding across all council departments and third sector partners.

We have reviewed our approaches to attendance with a focus on improving attendance for all and for key groups of children and young people.

- We have refreshed our guidance in relation to attendance to capture the range of supports available including professional learning, whole school self-evaluation on attendance and supports available for those children and young people too ill to attend school.
- Specifically, we have developed detailed guidance to support schools to record attendance and reasons for non-attendance accurately and have delivered professional learning for Head Teachers and Depute Head Teachers in relation to recording latest pastoral notes and chronologies of significant events.
- We have refreshed our policy in relation to those children and young people too ill to attend school to reflect the broad range of reasons which may affect attendance

and the possible supports and resources which schools can access and deliver. In particular, we have focused on developing our approach to hospital education to involve our schools more closely in the delivery of the curriculum, as appropriate, and provide improved communication with young people and their parents. We have developed systems and protocols with our partners to ensure that there is effective and timely communication between services.

- We have established our Learn Well Service with key partners to support our children and young people who face significant barriers to learning due to emotionally based school absence. Staff who work within the Learn Well Service have delivered professional learning to pastoral teams in secondary schools and present regularly at Depute Head Teacher forums and Additional Support Needs Co-ordinators meetings.

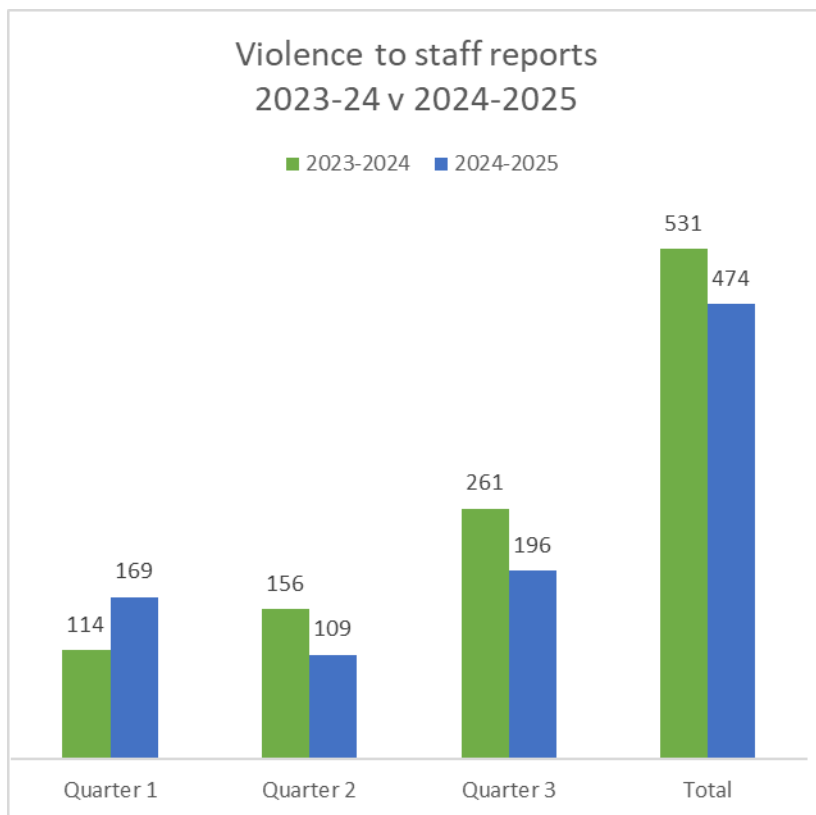
We have developed our approaches to inclusion and promoting positive relationships to ensure that all ERC policy and guidance reflects our commitment to this.

- In partnership with Education Scotland, we have established a training team who have delivered professional learning to Pupil Support Assistants on Keeping Trauma in Mind and have developed our own enhanced level training Still Keeping Trauma in Mind.
- We have considered how we support key staff in education establishments to be more trauma-informed so that they have improved knowledge, skills, understanding and confidence to support our children and young people. In partnership with our ERC Trauma Champion, we have developed and offered supervision provision in identified schools.
- We have progressed our approaches to gender-based violence and have established a local team of pastoral staff who have been trained in the delivery of the Mentors in Violence Prevention (MVP) programme ensuring that all secondary schools are involved in the delivery of this programme with young people. Further, we have established a team of staff who will support primary schools to use MVP as appropriate. To provide ongoing support, we have established a network for MVP practitioners to share national updates in relation to gender-based violence and offer opportunities for key staff to share good practice.
- We have adopted the CIRCLE approach to support inclusion and ensure we are meeting the needs of all of our children and young people. Having delivered input to all Head Teachers, we have rolled out training for trainers in primary schools and have established a CIRCLE network for those trainers to offer opportunities to identify and share good practice with colleagues. We have also developed our approach to Up, Up and Away where key staff in early years establishments and school staff with nursery classes have reviewed our current practice to reflect the pedagogy of Up, Up and Away.
- We have reviewed our approaches to promoting positive relationships and have focused on developing work in relation to de-escalation and Positive Behaviour Strategies. We have developed and piloted the use of systems to record incidences of the use of physical interventions and have developed a rationale and protocol for enhanced nurture.
- We have developed and delivered a range of professional learning in relation to inclusion and health and wellbeing and have established a range of practitioner networks to support key staff in education establishments including a new Health and Wellbeing Co-ordinators network and Depute Head Teachers forum. The forums support the roll out of key developments, for example the Be Well Survey

and our Social Justice Strategy and offer opportunity for collaboration and moderation.

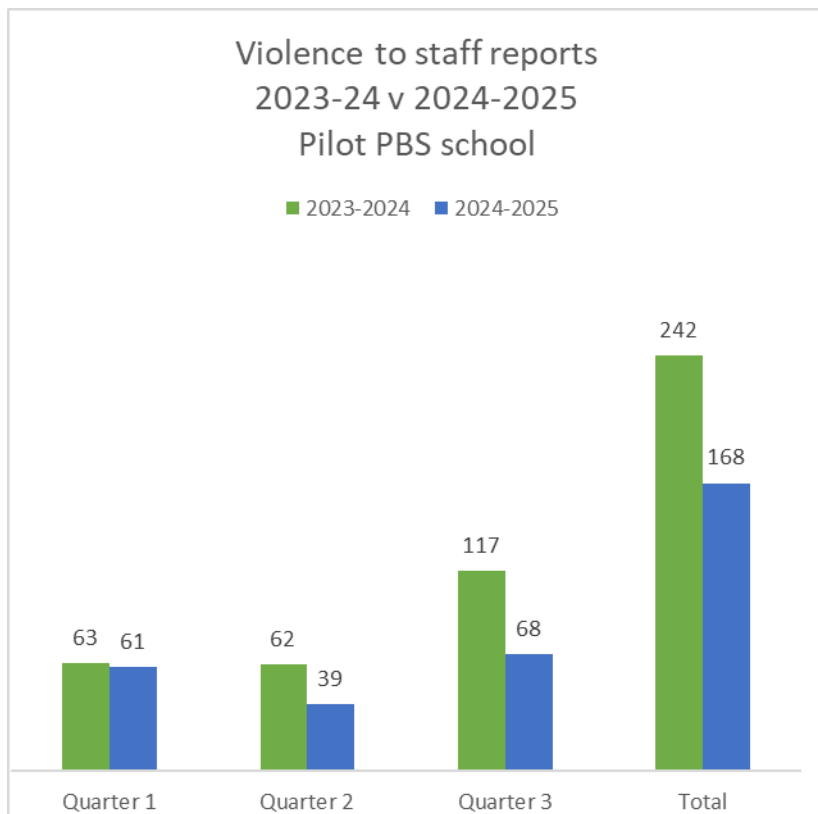
**Impact**

- We have started to see an improvement in attendance across almost all establishments. This was highlighted at a recent national conference where ERC data was identified as an example of good practice in improving attendance. Despite significant and increasing concerns nationally in relation to barriers such as mental health and specifically emotionally based school absence, we continue to focus on prevention and research which is impactful such as nudge theory techniques.
- We have noted an increase in attendance (2024-25) for our care experienced children and young people in both primary and secondary schools where the gap between the attendance of care experienced children and young people and those who are not care experienced continues to reduce and compares favourably with data provided for 2023-24.
- We have supported establishments through the Keeping the Promise Award and raised awareness of the needs of our care experienced children and young people. We are on track to meet our aspirational target of all establishments having completed the award and achieved accreditation by Aug 2025.
- There is early evidence of impact of the collective work of the professional learning offer in the reduction in the number of reports of violence to staff incidences. This correlates with the introduction of the CIRCLE approach in all primary schools which was introduced in August 2024. The chart below highlights the reducing number of violence to staff incidents:



In those schools participating in trauma-informed practice professional learning and utilising supervision there has been a slight reduction overall and the piloted use of Positive

Behaviour Strategies (PBS) indicates a significant reduction in incidences of violence to staff as noted below :

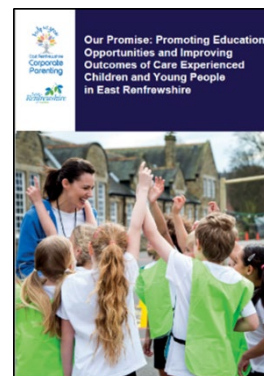
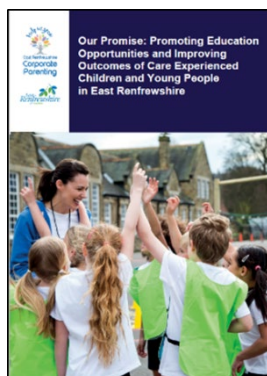


**Evidence**

Progress so far in relation to those establishments and teams who have successfully completed the Keeping the Promise Award and have achieved accreditation:

| Early Years                                 | Primary | Secondary | Other  |
|---|---------|-----------|--|
| 11<br>4 nursery classes<br>7 Family Centres | 12      | 2         | Wider Improvement Team<br>Learn Well Service<br>Educational Psychology Service |

ERC Our Promise guidance produced





<https://sway.cloud.microsoft/AQ8p82dMBCREwQIs?ref=email>

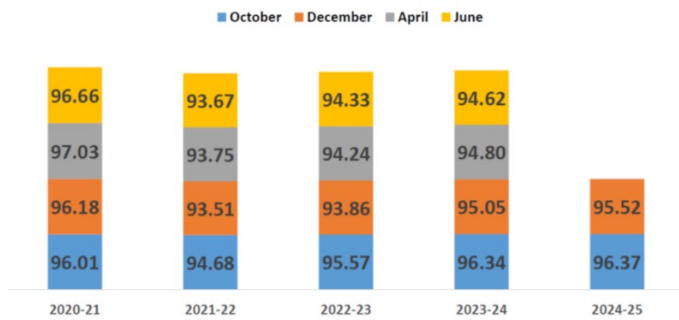
ERC Our Promise Thinglink



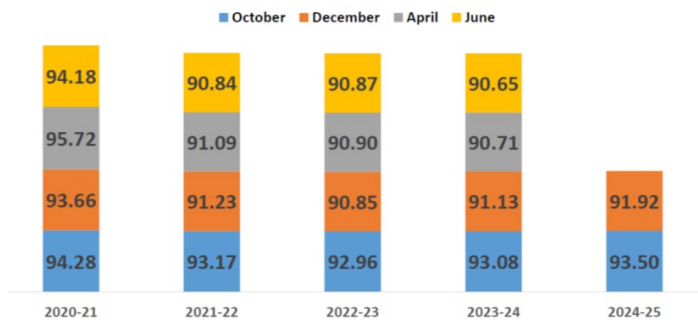
Attendance Data

Attendance data shows a pattern of improvement across almost all schools.

Below is attendance from the start of the school year – Primary:



Below is attendance from the start of the school year – Secondary:



In relation to our targeted focus on improving outcomes for our care experienced children and young people, we have targeted support through the Learn Well Service to improve the attendance of our care experienced children and young people. (See Appendix D). Although nationally attendance for care experienced learners is lower than non-care experienced learners, ERC attendance figures show a 1% difference at the primary stage between those that are experiencing care and those that are not. The attendance of care experienced children and young people from August to October this session is the highest it has been since before session 2020-2021. The gap between attendance for secondary care experienced and non-care experienced learners highlights a 10% difference in attendance. Whilst the data does show evidence of improvement, it is very much an area where continued improvement is needed and all of our secondary schools are committed to reducing this gap.

Standard Circular 5 Children Too Ill to Attend School revised and the parental information leaflet produced can be accessed by clicking the [link](#).

### Capacity Building with Schools

Keeping Trauma in Mind: Cohorts 1, 2 and 3 Aug 23 – Oct 24

- 188 participants
- All participants reported that they were likely/very likely to implement their learning into practice
- Almost all participants reported that they were likely/very likely to share what they learned with colleagues
- There was an improvement in knowledge, confidence and skills as evidence through the pre and post training evaluation.



Examples of qualitative feedback:

- “I found the different ways in which trauma could be explained and the difference in impact it has on development to be the most valuable”.
- “I found the information valuable as it benefits both my professional and personal life”.

- “I enjoyed having the time to listen to the presentation and engage with those around me”.
- “Being cognisant of the fact you must also self-regulate your own emotions before engaging in restorative behavioural practice”.
- “The impact that my support can have long term on a young person’s life”.

**Emotionally Based Schools Absence**

Our Learn Well Service supports the delivery of training for school-based practitioners in this area, in partnership with representatives of the Educational Psychology and Healthier Minds Services. During the October 2023 in-service day, 23 pastoral care teachers across the secondary sector received training in the application of our local EBSA guidance:

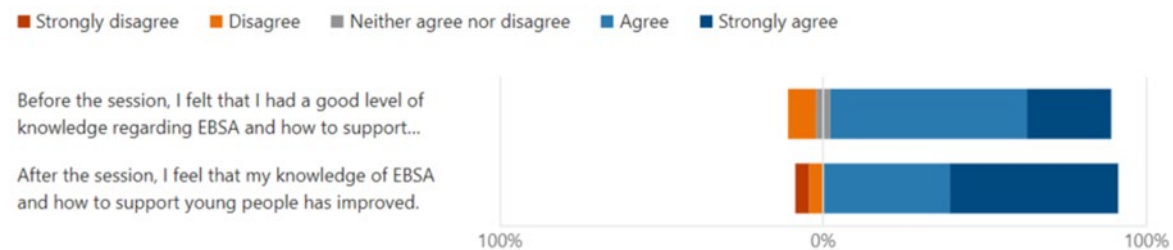
<https://blogs.glowscotland.org.uk/er/healthierminds/emotionally-based-school-absenteeism/>.

A total of 23 participants rated the extent to which they agreed with the following three statements

(1 Strongly Disagree, 2 Disagree, 2 Neutral, 4 Agree, 5 Strongly Agree):

- The HM session was useful to support my practice. Average score 4.57 out of 5.
- I learned helpful information about EBSA and how it might be useful to support my role. Average 4.48 out of 5.
- The session provided useful information on how to support children and young people who find it difficult to attend school. Average 4.48 out of 5.

Almost all participants reported that there had been an improvement to their knowledge and understanding of how to support EBSA:

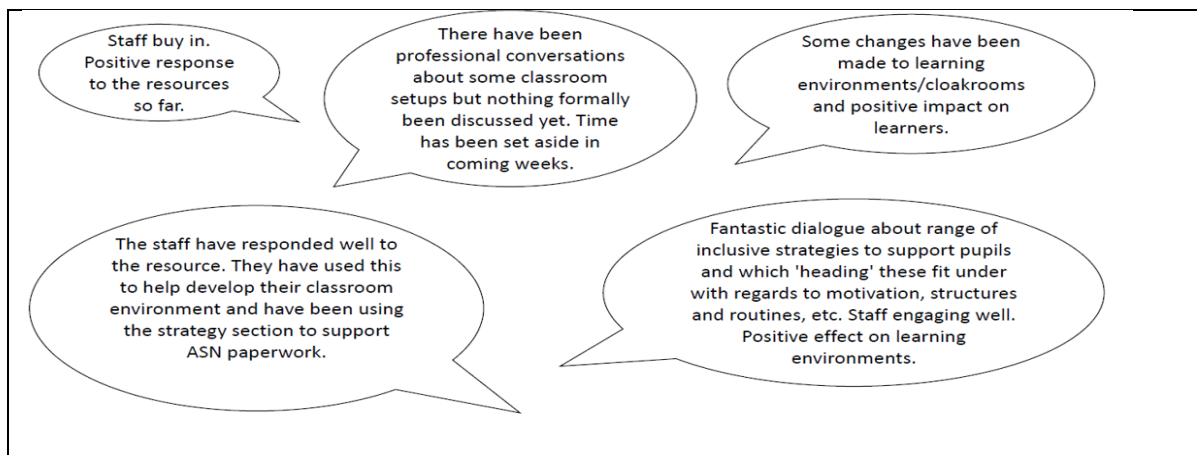


**Qualitative feedback on impact of EBSA professional learning through Wordle:**



**CIRCLE Framework**

Qualitative feedback from CIRCLE leads



### Next Steps

- We will continue with our work in relation to The Promise and support all education establishments to secure accreditation. We will continue to meet with all establishments to track and monitor outcomes for our care experienced children and young people and record and report on our findings to support improvement. We will follow up on the recommendations of these reports and utilise The Promise network to maintain the profile of Our Promise, The Promise Plan 24-30 and The Promise Progress Framework.
- We will consult with staff to ensure that the guidance in relation to improving attendance reflects our practice across all education establishments and make arrangements for this to be regularly referenced, reviewed and refreshed as appropriate.
- We will use feedback from focus groups to review our work in relation to attendance, including how we support our children and young people too ill to attend school, to develop further supports and make effective use of digital resources.
- We will identify and promote interventions to improve attendance including improved communication with parents, use of incentives and developing a mentoring programme and offer related professional learning to support this.
- We will review how we use adapted and flexible timetables and develop systems and procedures to ensure that our practice reflects national guidance.
- We will develop and deliver enhanced training in recording chronologies of significant events and work in partnership with colleagues from HSCP to ensure that our approaches reflect national guidance and best practice.
- We will continue to develop our approaches to trauma informed practice by continuing to deliver Keeping Trauma in Mind and delivering Still Keeping Trauma in Mind. We will also formally review our newly developed supervision model to explore how this could be made more widely available.
- We will continue to support the wide range of practitioner networks which have been established to ensure that priorities are reflective of national guidance and that staff trained as trainers are offered regular opportunities to engage in further and enhanced professional learning.
- We will continue to develop and deliver appropriate professional learning for all staff to reflect the culture and climate across ERC with a focus on inclusion and promoting positive relationships.
- We will continue with our approach to using CIRCLE in our primary schools and roll out CIRCLE in our secondary schools and Up, Up and Away across early years to provide a comprehensive framework for profiling learners' development in relation to their environment, routines, motivation and skills.

**CAREER LONG PROFESSIONAL LEARNING WORKSTREAM****Key Achievements**

- A focus on inclusive values has been added to our Aspiring Leaders Programme and Operational Leadership Programme with sessions led by staff from the EPS, the QI Team and Carlibar Primary School.
- Our Probationer Induction Programme was further strengthened to include sessions on:
  - Promoting Positive Relationships
  - Meeting Learner Needs
  - Child Protection
  - Culturally Responsive Teaching
  - Supporting Young Carers
  - Rights Across the Curriculum
- CLPL has been delivered by the QI Team, EPS, Healthier Minds and Education Scotland to appropriate staff groups, incorporating the ASL Vision and inclusive values, on:
  - Effective Transitions
  - GIRFEC Refresh
  - Keeping Trauma In Mind
  - EBSA
  - Inclusive Curriculum
  - EAL and Anti-Racism
  - Recording ASN in Click n Go

Evaluation of these professional learning opportunities is included in other areas of this report.

- A Thinglink of all professional learning opportunities related to inclusion has been developed and shared with Head Teachers and ASN Coordinators, and is kept under review, which provides an overview of CLPL linked to ASN and inclusion. It is organised by theme and by target audience.
- A PSA Induction Handbook has been produced by EPS which provides an overview which, although primarily aimed at recently appointed PSAs, is also valuable to more experienced PSAs and to class teachers to understand the range of duties that a PSA can undertake and where they can impact on educational experiences. The handbook contains a section of learning and development with links to educational reading and online modules which should be completed during the first year in post. Discussions have taken place with ASN Coordinators about how this learning and development can be supported through provision of PSA team meetings and dedicated learning time.
- An East Renfrewshire PSA conference was held in February 2025. The programme was developed by the ASL Review Governance Group following engagement with PSAs and ASN Coordinators. It aimed to develop the skills, abilities and confidence of PSAs while acknowledging the value of their roles. Delegates experienced keynote presentations and workshops which they selected from a range of themes such as: Keeping Trauma In Mind; Autism; Bilingual Learners and Anti-Racism; CIRCLE Framework; De-escalation and Staff Wellbeing.

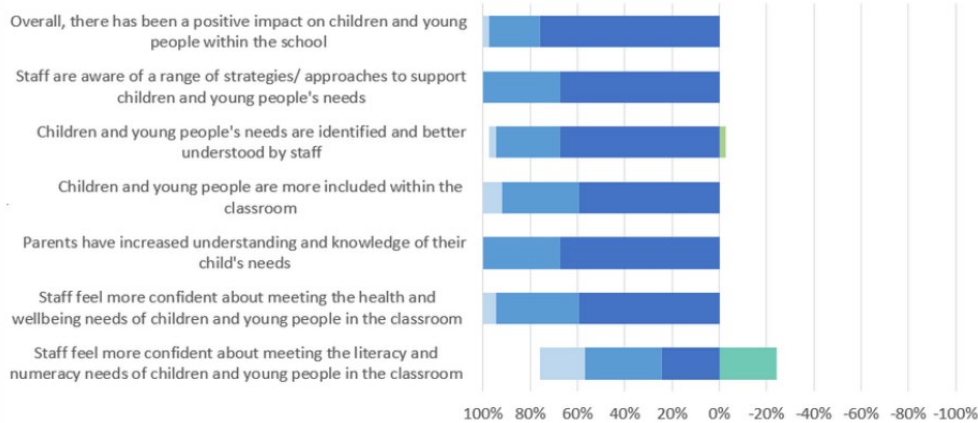
|  |
|--|
|  |
| <b>Impact</b>  |
| <ul style="list-style-type: none"> <li>• Evaluations of CLPL sessions are positive and indicate that learning has had an impact on attitudes and actions of leaders, and on strategies put in place by practitioners. There are quotes in the Evidence section from a selection of participants. The most recent evaluation of the EPS CLPL programme demonstrated that: <ul style="list-style-type: none"> <li>○ Overall, there has been a positive impact on children and young people.</li> <li>○ Staff are aware of a range of strategies and approaches to support children and young people.</li> <li>○ Children and young people's needs are identified and better understood by staff.</li> </ul> </li> <li>• As a result of the PSA handbook and PSA conference, this staff group feel more valued and better prepared to address the challenges within their roles. ASN Coordinators have reported that they feel more confident in leading PSA teams and providing them with learning opportunities as teams and individuals.</li> <li>• An evaluation of the PSA Conference held in February 2025 demonstrated that almost all delegates had a positive experience. All keynote presentations and workshops were rated as being effective, and delegates were able to identify new approaches or strategies they could use in their day-to-day work. The overall average rating of the value of the conference was 4.4 /5, and this positive impression was backed up by many comments (representative examples included in Evidence sections about feeling valued as an important part of the education workforce.</li> </ul> |
| <b>Evidence</b>  |
| <p><b>Impact of Aspiring Leaders: Leadership of Inclusion:</b></p> <p>“This an area I am passionate about, and it aligns to my current remit very closely. As such, I really enjoyed the discussion and reflections upon what inclusion really means. My own reflections during and after the session kept bringing me back to 'belonging'. This is something I will build into our staff CLPL discussions to improve outcomes for all.”</p> <p>“I have more confidence in discussing inclusion with staff and families to best support each individual child. This session really provoked my understanding of attainment and 'what counts as educational achievement?' Progress isn't always linear and as a leader I feel more confident and aware of this.”</p> <p><b>Impact of NQT programme: Meeting Learners' Needs:</b></p> <p>“This was very useful in showing me how to support my learners with additional support needs.”</p> <p>“Overall, this session was highly informative and allowed me to reflect on the learning environment within my classroom in supporting pupils with ASN.</p> <p><b>Impact of EPS CLPL Programme:</b></p>  |



# EPS EVALUATION

**To what extent do you agree that the EPS had impact in the following areas for your school/ELC?**

To what extent do you agree that the EPS had impact in the following areas for your school?



**Impact of PSA induction handbook (PSAs):**

- “The handbook is great for reference”
- “The links in the handbook are really useful”
- “It is a really good resource for new starts”

**Impact of PSA induction handbook (ASN Coordinator):**

“I feel it is a great resource for new and experienced PSAs, especially during In Service Days when we are looking for training resources as they are all in one place. “

**Impact of PSA Conference:**

- “Good to gain knowledge and advice from peers.”
- “Having time to come together - feeling valued by being offered the training.”
- “The choice of workshops according to our area of interest. Useful strategies to use in the daily work.”
- “Very informative but requires more follow-up.”
- “Thank you for providing this opportunity and reminding us that we matter too!”

**Next Steps**

- Continue to develop and deliver CLPL and learning resources that meet the needs of identified groups of staff.
- Continue to engage with Head Teachers and ASN Coordinators and other groups to identify gaps in professional learning and development.

**SPECIALIST PROVISION WORKSTREAM****Key Achievements**

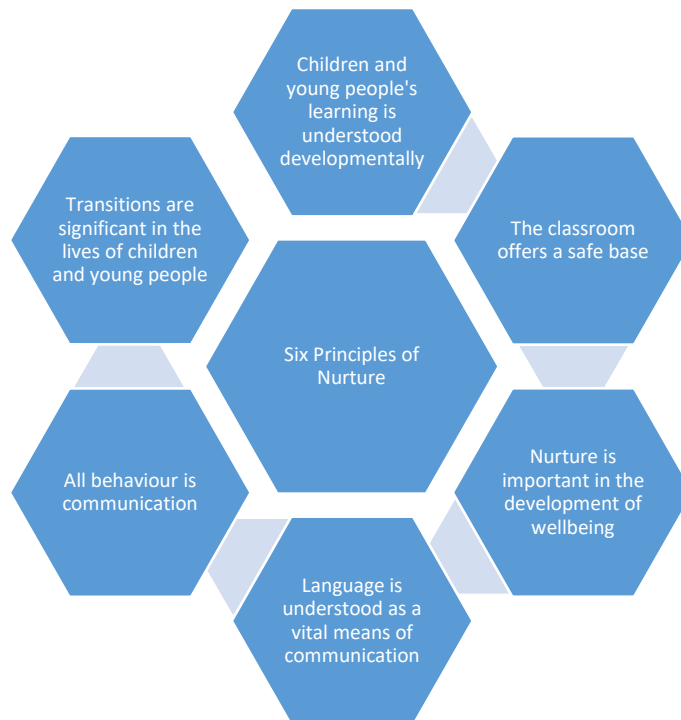
- Following a formal consultation process, Carolside Communication Support Service (CCSS) was established in August 2023.
  - Part of the consultation was to gain the views of parents and members of the local community and the close partnership working of the leadership team in Carolside and the wider parent forum has been crucial to the success of the newly formed service (Education Scotland identified in their inspection report in September 2024 that senior leaders within the school have the support of the school community to strive for continuous improvement).
  - Six P1 children and nine P2 children currently attend the CCSS across two classes. Around half of the children attend their home mainstream school for a proportion of the week. A third intake of seven children is planned for August 2025. This will increase the roll to twenty-two children across three classes.
  - A Preschool Assessment and Development Unit (PSADU) is also in operation as part of CCSS and five children are currently supported within the PSADU. The CDOs also provide support at key transition points within CCSS primary classes as well as within the nursery and school.
  - A draft Primary Communication Support Service Specification has been developed for both Carlibar and Carolside CSS in order to support understanding of the role of the PSADU and Primary Communication and Support Services for both education staff and parents and carers.
- The Social, Emotional and Behavioural Needs (SEBN) Outreach Service has been redesigned following a formal consultation and now includes an enhanced nurture provision for primary-aged children (The DEN@Carlibar). This became operational in September 2023 and was preceded by a consultation carried out by the school and local authority as well as six months of planning, development and preparation undertaken by a small working group.
  - A service specification was developed and the existing SEBN outreach team of three teachers was strengthened with the recruitment of a Pupil Support Assistant (PSA) and additional teacher.
  - In order to create the DEN learning environment a space within Carlibar was repurposed and redesigned in accordance with the Six Principles of Nurture.





The DEN@Carlibar

- In partnership with families and home schools of the children they support, the Enhanced Nurture Service aims to provide the emotional safety and attuned relationships that promote wellbeing. Using a trauma-informed approach and a pedagogy guided by the [Six Principles of Nurture](#), the Service offers targeted, time-limited intervention to meet children’s social, emotional and behavioural needs and support a positive school experience.



- The Service delivers targeted support in two ways:

- Outreach support is based at the child's school and available to Early Years, Primary and Secondary
- The DEN@Carlibar offers short-term intervention (2-6 terms) to primary children only – it is situated within the Carlibar Campus and comprises of one classroom with access to the wider areas of the school e.g. sensory room, soft play and playground.
- The DEN provides a lower primary grouping (max two days) and an upper primary grouping (max two days) with each grouping having capacity to support four children (numbers dependent on children's individual and collective needs). Children continue to attend their home school in partnership with their attendance at the DEN. A full day model minimises the number of transitions for children and allows for a more natural rhythm to the day. To date, the DEN has supported eleven children, all of whom (except one) have continued to attend their home school. Four of the children have successfully moved on from the DEN and have resumed full time attendance at their home school.
- An updated Home to School Transport policy, including specific guidance for ASN transport, was developed, consulted upon (primarily by an online survey but also with some pupils who access ASN transport) and implemented in August 2023. The policy brought together all existing practice into a single, accessible document that provides for greater consistency across all schools within East Renfrewshire. Initial implementation, as can often be the case with any change, was challenging and more flexibility was given than had originally been intended. However, transport arrangements (where there have been noticeable changes e.g. for pupils who travel to Carlibar CSS and Williamwood CSS) are now fairly well established. Pick up points have become more accepted and are providing opportunities to promote increased independence for some young people.
- A short-life working group was established in September 2023 to undertake a review of specialist staffing within ERC ASN services and provision. The working group comprised representatives from the Education Budget Unit, HR, Educational Psychology Service and School Leadership Teams. Consideration was given to:
  - Reviewing a completed audit of staffing in Carlibar CSS / Carolside CSS / Williamwood CSS / Isobel Mair School / Sensory Support Service / SEBN Outreach Service;
  - Using guidance to inform staffing structures and gradings of staff;
  - Developing staffing returns for specialist provision and support services; and
  - Benchmarking staffing complements and structures with neighbouring authorities' ASL specialist provision and support services.
- A report was shared with the Education Leadership Team (ELT) in August 2024 and a number of recommendations are now being taken forward. This has included increasing PSAs across of specialist provisions, as approved by Council.
- Specialist Services and Provisions Networks have been established this session for Head Teachers and Senior Leaders from Isobel Mair, Carlibar CSS, Williamwood CSS and Carolside CSS. The focus of these network meetings is to foster stronger collaboration to promote greater sharing of professional practice, opportunities for CLPL and joint approaches to self-evaluation. The Head Teachers meet once a term and the Senior Leaders are currently meeting more regularly to plan a conference for the upcoming May INSET day. Initial feedback is indicating that the networks are already fostering better collaboration around professional practice and sharing of ideas.
- A short-life working group has recently been established to review the current structure and operation of the Education Resource Group (ERG) to ensure it remains fit for purpose, given the increasing scale and complexity of Additional Support Needs. Stakeholders are

currently being consulted with and we are looking outwards at good practice in other local authorities. This feedback, along with research will inform how we operate the ERG moving forward.

- The Early Years Outreach Service (EYOS) was developed in East Renfrewshire in September 2023. EYOS works across mainstream Early Learning and Childcare Settings, including partnership settings and the home, to provide direct support to children, build capacity in practitioners and support parents and carers to develop their knowledge, skills and confidence. EYOS has established the following aims:
  - To enhance the support available to children aged 2-5 years with additional support needs particularly affecting:
    - ❖ Functional and social use of language
    - ❖ Joint attention
    - ❖ Peer interaction skills including, sharing, turn-taking and compromise
    - ❖ Cognitive flexibility including accepting change and managing transitions
    - ❖ Emotional regulation
  - To build capacity in Early Years practitioners to promote and develop in children with ASN through:
    - ❖ Modelling good practice
    - ❖ Training
    - ❖ Consultation and advice
    - ❖ To promote the knowledge and confidence of parents and carers to support their children's development
- A Depute Principal Educational Psychologist and Senior CDO provide strategic and operational lead of EYOS. The team includes three CDOs and four play workers.
- EYOS has supported seventy-seven children across fourteen Early Years settings, including two partnership settings (60% of Early Learning and Childcare Settings have received support so far).

### Impact

- Whilst capacity within our existing Carlibar CSS continues to be an area we closely monitor, it would not have been possible to support all children requiring specialist provision without the development of our new provision. With the establishment of Carolside CSS we have been able to continue to provide the highest level of targeted support for children who have the most significant and complex social communication needs.
- Children with significant social communication needs/autism have been able to access targeted specialist support without having to travel further from their home school and local community.
- Education Scotland published an inspection report for Carolside Primary in September 2025, which clearly demonstrated the impact of the CCSS across a number of areas. The inspection report highlighted the impact of the CCSS on inclusive practice across the wider school community at Carolside.
- Since the DEN was established, we have not placed any primary-aged children within specialist out-with authority provision – we have been able to maintain children with

more complex social, emotional and behavioural needs within their home school in partnership with attendance at the DEN. This is in contrast to a previously rising trend of out-with authority placements for primary aged-children.

- The new ASN Transport policy has reduced the number of journeys and routes taken and is achieving better value for the Council. There is now a clear policy for people to refer to, which has helped with greater consistency and less confusion. Children who attend Carlibar CSS, in particular, are spending less time on the bus and are arriving at school on time. As a result, there have been fewer complaints about journey times. The number of vehicles and the routes taken have been streamlined to reduce environmental impact.
- The review of staffing in ASN provision and services has resulted in the redistribution of staff to Carlibar CSS, Williamwood CSS, Isobel Mair and Carolside, this is to support the recommended SNCT ratio of 1 adult:2.5 children across all establishments.
- The Senior Leaders Network is planning a joint INSET day that will, for the first time, include all staff from specialist ASN services and establishments across East Renfrewshire. A series of practitioner-led workshops will be delivered around a number of identified ASN themes that will support the professional knowledge, understanding and skills of upwards of 150 staff.
- EYOS is providing valued practical and wide reaching early intervention support. It has implemented innovative changes in practice including: evidence-based changes across settings, creating environments that foster growth for every child, enhancing understanding of how to support child development and ASNs and improving systems for tracking and monitoring progress.
- EYOS has supported the professional development of staff through improving confidence and professional practice, increasing reflective and evidence-based discussions and supporting staff to be proactive and offer solutions, sharing effective strategies and adapting to the individual needs of the child.
- 100% of Early Years Settings have accessed EYOS capacity-building opportunities.
- 100% of Heads of Centres agreed or strongly agreed that EYOS support was beneficial.
- There has been a reduction in the number of violent incidents recorded in our ELC settings.
- Through the intensive support provided, a number of children who were on a pathway to a specialist placement have been supported to transition from ELC into a mainstream P1 class.

#### Evidence

The Carolside Education Scotland Report highlighted many strengths within in the CCSS including:

- *In a short time, senior leaders have successfully implemented this new and effective service*
- *It is evolving responsively to the needs of children, their families and the learning community*
- *Senior leaders work collaboratively with the local authority to devise well-judged plans for the development of the CCSS.*
- *Children experience a smooth transition from Early Learning and Childcare (ELC) into P1 - Teachers work in close partnership with ELC colleagues and Educational Psychologists*
- *All children are developing their awareness of themselves and their emotions*
- *All these experiences are leading to improved interactions in school, at home and in the community.*

Appendix E provides a case study and testimonials from stakeholders to evidence the impact of the service.

The following reports provide detailed evidence of the impact of the Early Years Outreach Service:



### Next Steps

- We will continue to strengthen self-evaluation, sharing of good practice and a collaborative approach to CLPL via the HT and Senior Leader professional networks
- We will implement improvement to the structure, process and communication of the ERG
- We will carry out a review of the impact of the ASN transport policy, following its third year of implementation
- We will continue to develop Carolside CSS and establish a third class in August 2025
- We will continue to support the development and evaluation of the DEN and revise its service specification to ensure that it remains responsive to the needs of those children and schools in most need of its support
- We will share the draft Primary School Communication Support Service Specification with key stakeholders to consult on a final version for implementation
- We will develop a draft Secondary School Communication Support Service Specification and consult with key stakeholders to produce a final document
- We will review the role and job title of Grade 4 Pupil Support Assistant within our mainstream schools
- We will review the role of Child Development Officers within our specialist provision
- We will review the Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs
- We will continue to support the development and operation of the Early Years Outreach Service to provide ongoing support to our early years workforce and our parents and carers of children with ASN in our early years settings.

**SUMMARY OF PROGRESS ACROSS KEY RECOMMENDATIONS**

| Recommendation  | Progress |        |        |
|---|----------|--------|--------|
|   | Yr1      | Yr2    | Yr3    |
| 1. Develop an ERC ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the principles of the UNCRC and ensure this vision is communicated to all stakeholders and partners; | Red      | Yellow | Green  |
| 2. Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments;  | Red      | Yellow | Yellow |
| 3. Develop effective systems to ensure consistent recording and moderation of ASN needs at school and authority level;  | Yellow   | Yellow | Green  |
| 4. ASL to be fully included in the ERC review of the Curriculum to ensure it meets the needs of all learners;   | Yellow   | Yellow | Yellow |
| 5. Implement trauma informed practices and nurturing approaches across all schools and early years establishments, underpinned by relationship-based approaches;  | Yellow   | Yellow | Green  |
| 6. Redesign and extend SEBN Outreach Service to support behaviour and wellbeing including support for emotionally based school avoidance and enhanced nurture provision;  | Yellow   | Yellow | Green  |
| 7. Develop provision to meet the wellbeing and learning needs of high school pupils with non-attendance and social and emotional needs;   | Yellow   | Yellow | Green  |
| 8. Review support in place for EAL learners and guide schools to engage with 'Supporting Bilingual Learners' and undertake professional learning on how best to support EAL learners;   | Yellow   | Yellow | Green  |
| 9. Review Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs;   | Yellow   | Yellow | Yellow |
| 10. Increase the current capacity of specialist provision through expanding the specialist services across the authority;   | Yellow   | Yellow | Green  |
| 11. Undertake consultation with stakeholders regarding the specialist services of CCC and WCSS and creation of a Communication Support Service Specification ensuring consistency across service provision;   | Yellow   | Yellow | Green  |
| 12. Review staffing within specialist provision to ensure equity of resources and appropriate support in place;   | Red      | Yellow | Green  |
| 13. Review current transport arrangements and update ERC School Transport Policy to ensure children and young people receive their entitlement to education;  | Red      | Green  | Green  |
| 14. Through engaging with CLPL and continually reviewing their vision, values and aims, senior leaders ensure ASN provision in schools is underpinned by values driven leadership;  | Yellow   | Yellow | Green  |
| 15. Continue to develop and evaluate a CLPL Inclusion Programme for teachers, CDOs and PSAs to support inclusion of all learners;   | Yellow   | Yellow | Green  |
| 16. Support school leaders to review the role of PSA including guidance on how classroom teacher and pupil support assistant roles interact and complement each other and how PSAs are allocated;   | Red      | Yellow | Green  |
| 17. Involve children and young people and parents and carers in the refresh of ERC GIRFEC Framework in light of refreshed national guidelines;  | Red      | Yellow | Green  |

|   |        |        |        |
|---|--------|--------|--------|
| 18. Schools should continue to work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN;   | Yellow | Yellow | Yellow |
| 19. In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy including seclusion and restraint guidelines which take account of national guidelines currently being produced. | Red    | Yellow | Green  |

## APPENDIX A

### ASL Review Recommendations

1. Develop an ERC ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the principles of the UNCRC and ensure this vision is communicated to all stakeholders and partners;
2. Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments;
3. Develop effective systems to ensure consistent recording and moderation of ASN needs at school and authority level;
4. ASL to be fully included in the ERC review of the Curriculum to ensure it meets the needs of all learners;
5. Implement trauma informed practices and nurturing approaches across all schools and early years establishments, underpinned by relationship-based approaches;
6. Redesign and extend SEBN Outreach Service to support behaviour and wellbeing including support for emotionally based school avoidance and enhanced nurture provision;
7. Develop provision to meet the wellbeing and learning needs of high school pupils with non-attendance and social and emotional needs;
8. Review support in place for EAL learners and guide schools to engage with 'Supporting Bilingual Learners' and undertake professional learning on how best to support EAL learners;
9. Review Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs;
10. Increase the current capacity of specialist provision through expanding the specialist services across the authority;
11. Undertake consultation with stakeholders regarding the specialist services of CCC and WCSS and creation of a Communication Support Service Specification ensuring consistency across service provision;
12. Review staffing within specialist provision to ensure equity of resources and appropriate support in place;
13. Review current transport arrangements and update ERC School Transport Policy to ensure children and young people receive their entitlement to education;
14. Through engaging with CLPL and continually reviewing their vision, values and aims, senior leaders ensure ASN provision in schools is underpinned by values driven leadership;
15. Continue to develop and evaluate a CLPL Inclusion Programme for teachers, CDOs and PSAs to support inclusion of all learners;
16. Support school leaders to review the role of Pupil Support Assistants (PSA) including guidance on how classroom teacher and pupil support assistant roles interact and complement each other and how PSAs are allocated;
17. Involve children and young people and parents and carers in the refresh of ERC GIRFEC Framework in light of refreshed national guidelines;
18. Schools should continue to work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN;
19. In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy including seclusion and restraint guidelines which take account of national guidelines currently being produced.



APPENDIX B

Examples of Wellbeing Planning and Assessment Templates

MORE ABOUT ME!

|                                      |  |
|--------------------------------------|--|
| My address is:                       |  |
| I live with:                         |  |
| Our telephone number is:             |  |
| The things I like to talk about are: |  |
| My favourite subject in school is:   |  |

MY STRENGTHS – THESE ARE THE THINGS THAT I AM GOOD AT!

I THINK I AM GOOD AT:

MY PARENTS / CARERS THINK I AM GOOD AT:

MY TEACHERS AND KEY ADULTS IN SCHOOL THINK I AM GOOD AT:

MY NEEDS – THESE ARE THE THINGS I NEED HELP WITH!

I THINK I NEED HELP WITH:

MY PARENTS / CARERS THINK I NEED HELP WITH:

MY TEACHERS AND KEY ADULTS IN SCHOOL THINK I NEED HELP WITH:

MY SUPPORTS – THESE WILL HELP ME TO MAKE PROGRESS IN CARLSBARK DURING THIS YEAR!

What is My Target? What help will I get? Who will help me? How am I getting on with my target this term?

**MY PLAN!**

|  |                    |                       |                   |   |
|--|--------------------|-----------------------|-------------------|---|
| <b>Do I Need Help To Be Safe?</b>        | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Be Healthy?</b>     | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Achieve?</b>        | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Get On Well?</b>    | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Be Active?</b>      | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Be Respected?</b>   | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Be Responsible?</b> | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |
| <b>Do I Need Help To Feel Included?</b>  | What is My Target? | What help will I get? | Who will help me? | How am I getting on with my target this term? |

What has gone well with this term?

**Barrhead High School: My Plan**

| Name               | Address                       | DoB                                 | Stage                     | Plan Level          |
|--------------------|-------------------------------|-------------------------------------|---------------------------|---------------------|
| Parent/Carers Name | Address                       | Relationship                        | Parental Responsibilities | Tel No              |
| Planning Team      | Role                          | Address                             | Date of Plan              | Date of Plan Review |
|                    | Year Head<br>Pastoral Teacher | Barrhead High<br>Ayer Road, G78 2SJ |                           |                     |

**Assessment of My Wellbeing Needs**

**My Views**  
*What is going well? What do I need help with? Will this plan support me? Are my targets achievable? Is there anything else that should be in my plan?*

**My Parent / Care's Views**  
*What is going well? What does your child need help with? Will this plan will support them? Are their targets achievable? Is there anything else we should include in their plan?*

**Practitioner Views**  
*What is getting in the way of this young person's wellbeing? Do you have all the information you need to help this young person? What can the school do to help this child or young person? What additional help, if any, may be needed from others (e.g. within Education, or from other services and agencies)?*

**Long Term Additional Support Needs and Strategies**  
*E.g. neurodevelopmental difference / learning profile identified, Strategies / differentiators that remain in place for the long term*

Article 3: All children have rights.  
Article 3: All decisions made must be in the best interests of the child.  
Article 6: All children must be supported to live and grow.  
Article 12: All children have a right to express their opinions in matters affecting them and to have their opinions listened to and taken seriously.

| Wellbeing Indicator | Summary of my strengths | Summary of my needs | What is my target? | What help will I get and who will help me? | How am I getting on with my target this term? |
|---------------------|-------------------------|---------------------|--------------------|--|---|
| Safe                |                         |                     |                    |  |   |
| Healthy             |                         |                     |                    |  |   |
| Achieving           |                         |                     |                    |  |   |
| Nurtured            |                         |                     |                    |  |   |
| Active              |                         |                     |                    |  |   |
| Respected           |                         |                     |                    |  |   |
| Responsible         |                         |                     |                    |  |   |
| Included            |                         |                     |                    |  |   |

Please detail any court orders that are in place, including those relating to the child's residence/contact with other people as appropriate.

Please detail any information in this plan that needs to be withheld, who from and why (as appropriate).

Article 3: All children have rights.  
Article 3: All decisions made must be in the best interests of the child.  
Article 6: All children must be supported to live and grow.  
Article 12: All children have a right to express their opinions in matters affecting them and to have their opinions listened to and taken seriously.



|   |                         |                           |                        |
|---|-------------------------|---------------------------|------------------------|
| <p><b>Safe</b></p> <p>Please update each section. These can be printed and be kept on a laminated pouch to preserve General Data Protection Regulations, but are useful for staff who are unfamiliar to the children.</p> | <p><b>Healthy</b></p>   | <p><b>Achieving</b></p>   | <p><b>Nurtured</b></p> |
| <p><b>Active</b></p>  | <p><b>Respected</b></p> | <p><b>Responsible</b></p> | <p><b>Included</b></p> |

V6 Feb 2024

**APPENDIX C**

**Educational Psychology Evaluation Summary 2024/25**

Casework – to what extent do our ELC and School partners agree that EP involvement has had an impact in the following areas?

| <i>Performance Indicator</i>   | <i>Almost All Agree or Strongly Agree</i><br>(90%+) | <i>Most Agree or Strongly Agree</i><br>(75%-89%) | <i>Majority Agree or Strongly Agree</i><br>(50%-74%) |
|--|---|--|--|
| <i>Staff feel more confident about meeting the literacy and numeracy needs of children and young people in the ELC / classroom</i> |   |  | <input type="checkbox"/>                             |
| <i>Staff feel more confident about meeting the health and wellbeing needs of children and young people in the ELC / classroom</i>  | <input type="checkbox"/>                            |  |  |
| <i>Parents have increased understanding and knowledge of their child's needs</i>   | <input type="checkbox"/>                            |  |  |
| <i>Children and young people are more included within the ELC / classroom</i>  | <input type="checkbox"/>                            |  |  |
| <i>Children and young people are successfully using the supports / strategies in place within the ELC / classroom</i>              | <input type="checkbox"/>                            |  |  |

Empowerment and Leadership – to what extent do our ELC and School partners agree with the following statements?

| <i>Performance Indicator</i>   | <i>Almost All Agree or Strongly Agree</i><br>(90%+) | <i>Most Agree or Strongly Agree</i><br>(75%-89%) | <i>Majority Agree or Strongly Agree</i><br>(50%-74%) |
|--|---|--|--|
| <i>Staff feel more confident about meeting the literacy and numeracy needs of children and young people in the ELC / classroom</i> |   | <input type="checkbox"/>                         |  |
| <i>Staff are more skilled and confident in their practice with the support of the EPS</i>  | <input type="checkbox"/>                            |  |  |
| <i>Professional enquiry at a school / cluster / local level is enhanced through the support of the EPS</i>                         |   |  | <input type="checkbox"/>                             |

Social Justice and Wellbeing - to what extent do our ELC and School partners agree with the following statements?

| <i>Performance Indicator</i>   | <i>Almost All Agree or Strongly Agree</i><br>(90%+) | <i>Most Agree or Strongly Agree</i><br>(75%-89%) |
|--|---|--|
| <i>Working in partnership with the EPS helps us to Keep the Promise for our care experienced children and young people</i> |   | <input type="checkbox"/>                         |
| <i>Children's rights, wellbeing and inclusion are supported by working in partnership with the EPS</i>                     | <input type="checkbox"/>                            |  |

*Pedagogy and Learning* - what impact do our ELC and School partners believe these areas of EPS practice have in creating environments where children can have the best start in life and reach their potential?

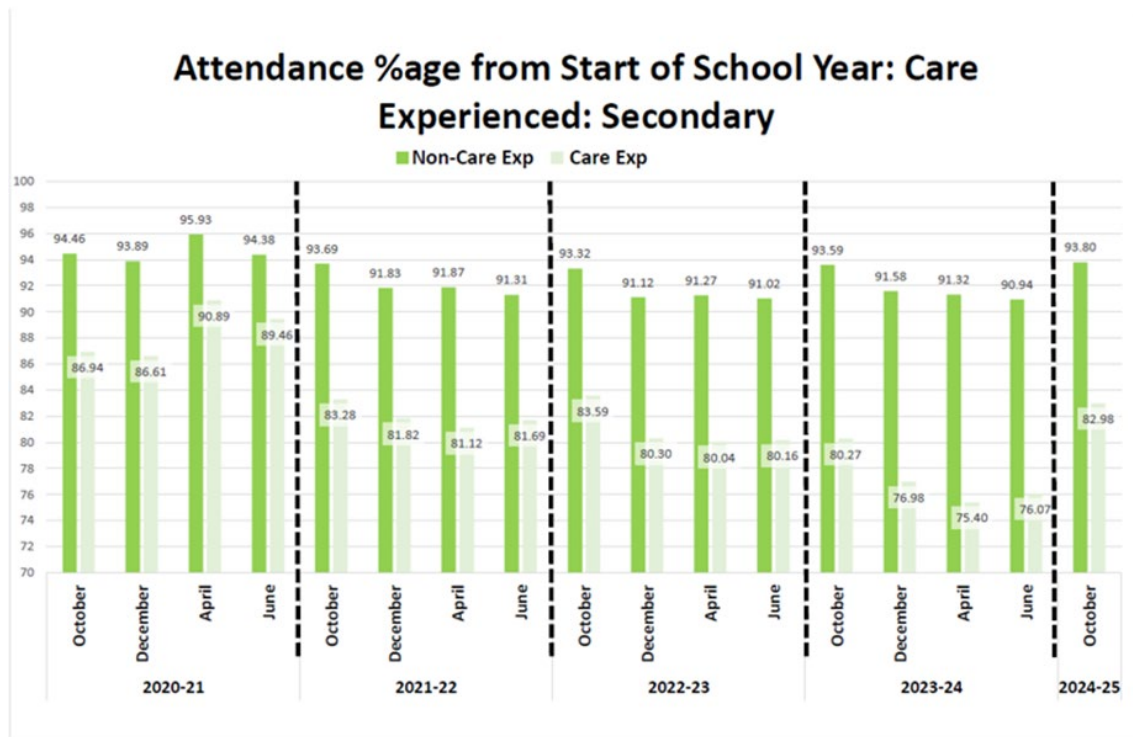
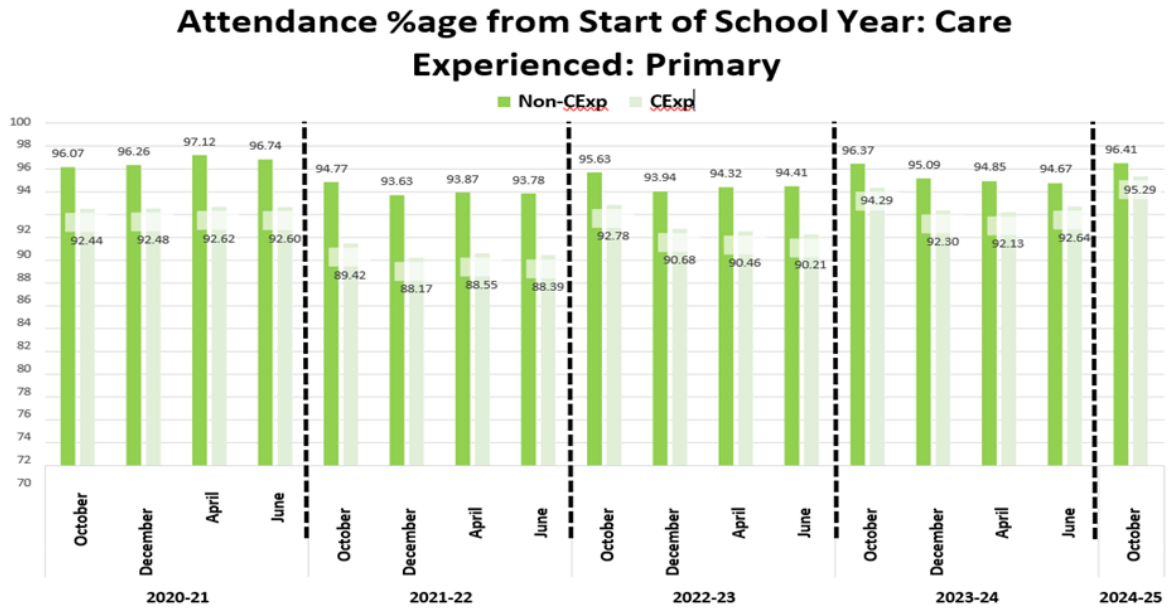
| <i>Performance Indicator</i>                                   | <i>Almost All Report High or Very High Impact</i><br>(90%+) | <i>Most Report High or Very High Impact</i><br>(75%-89%) | <i>Majority Report High or Very High Impact</i><br>(50%-74%) |
|--|---|--|--|
| <i>Consultation</i>  | <input type="checkbox"/>                                    |  |  |
| <i>Assessment</i>  | <input type="checkbox"/>                                    |  |  |
| <i>Intervention</i>  |   | <input type="checkbox"/>                                 |  |
| <i>Professional Learning</i>                                   |   | <input type="checkbox"/>                                 |  |
| <i>Research and strategic development, including resources</i> |   |  | <input type="checkbox"/>                                     |

*Attainment, Achievement and Progress*

| <i>Performance Indicator</i>  | <i>Almost All Agree or Strongly Agree</i><br>(90%+) | <i>Most Agree or Strongly Agree</i><br>(75%-89%) |
|---|---|--|
| <i>We are raising the attainment and achievement of our disadvantaged children and young people through partnership working with the EPS.</i> |   | <input type="checkbox"/>                         |
| <i>Partnership working with the EPS helps us to support prevention, early intervention, improve outcomes and reduce inequalities.</i>         | <input type="checkbox"/>                            |  |

APPENDIX D

Attendance of Care Experienced Children and Young People



## APPENDIX E

### Case Study and Testimonials

*Child A joined CCSS in Primary 1 on a full-time placement, following a successful transition from his early childhood education settings. Child A has a diagnosis of Autism Spectrum Disorder (ASD), and throughout his early educational experiences, he has received specialist support aimed at developing his communication and social skills. Child A was initially supported by the PSADU (Pre-School Assessment and Development Unit), which provided him with targeted support and intervention during his preschool year. This support was tailored to meet his specific needs, focusing on enhancing his communication and social interaction skills.*

*Following consultation with the family and professionals involved in planning for Child A, he was referred for a full-time place at Carolside CSS for Primary 1. To facilitate a smooth transition to school, transition meetings were organised between the child's home Early Learning and Childcare (ELC) setting, PSADU, and Carolside CCS. The purpose of these meetings was to ensure continuity of support. Staff from the child's home school were also included in these transition meetings to ensure they were kept informed of the child's progress and targets.*

*The transition plan involved clear communication and coordination between the various stakeholders, including the child's home school staff, to share updates on Child A's progress, discuss expectations, and agree on strategies to support him during his time at CCSS. Regular meetings and observations also enabled staff to identify key areas of development and establish appropriate targets for Pupil A. This led to a smooth and positive transition for Pupil A as he started school.*

*Throughout Pupil A's time at Carolside CCS, carefully planned learning experiences were offered to address key areas for development and build on strengths. The aim was to promote communication with adults and peers, engage with a variety of learning experiences and follow the routine of the school day.*

*As a result of the support provided and the targeted interventions, Child A made good progress in his development. Over time, the decision was made to gradually introduce time within a mainstream setting, reflecting the positive strides made in his communication and social skills. This decision involved careful consideration of Child A's ongoing needs and the potential benefits of increased exposure to his mainstream class. The transition into mainstream schooling was planned and monitored closely, with ongoing supported visits to his mainstream class, with CCSS staff supporting alongside mainstream staff, as well as review meetings planned to ensure that Child A continued to receive the support required for a successful transition.*

*The support provided to Child A has been very effective, as evidenced by his good progress and the successful steps taken towards integrating into a mainstream setting. The collaborative approach involving the PSADU, home ELC, and mainstream school staff has proven to be beneficial in creating a cohesive support network that was responsive to Child A's evolving needs and has led to positive outcomes.*

Example of feedback from a Depute Head Teacher of a partner home school:

*Over the last two sessions, we have worked closely with the team at CCSS supporting a range of our pupils across both the school and nursery. Communication is free and open, with CCSS staff being approachable on all occasions. We have established a strong working relationship, with frequent visits for staff between settings to best appreciate the strategies employed to support pupils consistently. Wellbeing Plans are co-created and regular evaluation is shared across settings and with parents. Review meetings have been positive experiences and provide parents with reassurance that their child is supported appropriately and that all professionals involved collaborate consistently. Staff regularly communicate with colleagues in the other setting when required should there be any alterations to progress, behaviours or life events. This working relationship has developed organically and allows the pupil to be at the centre of the support process.*

Example of feedback from a CCSS parent:

*J is very happy and well supported at CCSS. He adores all the staff he works with who all work so hard to ensure he is challenged and supported. We are regularly invited into the school for meetings about progress and planning for J as well as for “stay and play” sessions, which are wonderful for seeing how comfortable and confident J is in his setting. We are regularly updated about J’s activities through the seesaw app, which is also a wonderful insight into his day. J has made so much progress in attending the service with his communication and understanding improving significantly. We are offered lots of help as a family from staff and nothing ever seems too much to ask. We are so thankful for all their hard work and J is so looking forward to his full time place next year.*

The following testimonies from a Principal Teacher and a Depute Head Teacher illustrate the impact of the DEN:

#### Principal Teacher

*We have worked hard between establishments to best support Child A and deeply care for her. Strategies have been shared and acted upon. We purposely re-named our Nurture space to ‘The Den’ to support Child A’s understanding of the use of this space and make connection between the learning at Carlibar and our school. Reciprocal visits between both establishments has also been highly beneficial. Child A feels safe when adults around her are consistent.*

*Child A required full support to help her regulate her emotions last session. This session she is able to do this showing more independence, still requiring one-to-one adult support. She rarely requires use of her safe space and voices that she only goes there “when she feels really annoyed.” This year she has used this space twice only. P3 this space was used often and in P4 this was used sometimes. Child A calls this space her “Mini Den”. Child A is more able to talk about her emotions/feelings and use self-help strategies to help her e.g. deep breathing, listen to music, colour in to help regulate her emotions. There have been no reports of physical incidents from her peers. Last year, peers would report physical incidents most weeks. Parents concerns have reduced to zero this year. AIRs forms have reduced to zero this year.*

#### Depute Head Teacher

*Prior to starting the DEN, Child B was in a constant state of hypervigilance across the school day. He required 1-2-1 support at all times and management support was required daily. Child B did not engage positively with his peers and spent limited time in the playground.*

*Engagement with learning was poor and he would find it challenging to stay on task or remain regulated in the classroom environment. Child B would be involved in physical altercations with peers and was unable to negotiate the demands of the playground safely. He had had low levels of self-esteem and was unable to articulate his feelings. At extreme crisis points Child B tried to cause harm to himself and others. He was very much on the periphery of the school community and was unable to manage in larger school events e.g. assembly. He would move around the building by running and we would see obvious physiological changes in his state throughout the day in line with his regulation. He was unable to acknowledge the impact of his behaviours on others and could not self-reflect or empathise with his peers.*

*With the support of the DEN, a more settled home life, strong relationships with key adults and an increase in intrinsic motivation, we have seen a significant difference in Child B's presentation. A truly remarkable shift that has brought us so much joy to see. With a significant transition to our new building, Child B has coped well with the changes that have taken place and adapted to our new school environment. He spends the majority of his day within the classroom, taking part in learning with his peers both meaningfully and purposefully. He spends his breaks and lunches playing with peers with minimal need of adult support or mediation. He shows increased maturity and is able to reflect on his behaviours. He also understands himself better (which was a key target established in one of our later meetings).*

*The most valuable feedback from this support will be found in Child B's voice. To allow him to identify his progress and make the connections with all of the above. The support at the DEN created space for Child B. It removed the demand of our mainstream setting and allowed him a chance to recover and revisit some of the developmental experiences that met him where he was.*

The following reflections from two children who have been supported by the DEN and have made a full return to their home school illustrates impact from their perspectives:

### **Child B**

#### What I think helped me in the DEN

*I had alone, quiet time and was able to relax. Enjoyed the space and quiet time. Some conversations were challenging and uncomfortable but they helped. Learned how to regulate myself and taught me how to remove myself from things I find a challenge. Learned how not to hold a grudge and move on. Taught me how to use time out and ask for it if I need it. I began to understand myself more. People began to see the real me. It made my mum happier when I began to use some of the things I'd been taught.*

#### How I feel about leaving the DEN

*Wary, but I'm ready and feel it's the right time. I am ready. I do like it here as I can rest from the week before. I know what I need to do now if I'm upset, gave me the chance to practise. I know what I need to do now. I know myself better now.*

### **Child C**

#### What I think helped me in the DEN

*I feel I have made progress. It was a safe space to talk about my feelings with people the same as me. Made friends. Given the chance to talk about other families, not just mine. More comfortable and new the rules.*



### How I feel about leaving the DEN

*Feel good and ready to return to school, but also sad. Think it will be a long week and take a lot of getting used to, but looking forward to it and feel ready. I'll try to use the things I've learned in the DEN.*

Feedback from a parents of children who have attended the DEN:

#### Parent A

*Noticing a positive difference with D already. Noticed a positive improvement at football - no longer pulling and jumping on people. Coach has provided good feedback too. D is coping well and focusing on the game. Also getting positive feedback from afterschool club - fewer incidents. Notice that D is reflecting on his behaviours and the DEN – asking lots of questions.*

#### Parent B

*E was a child who struggled with maintaining and regulating his behaviour inside and outside of education, when it was recommended that we look into some sort of behavioural outreach. This came together in the form of the Den. He struggled to regulate emotions, often becoming angry, violent and disobedient. He would run from class, shout, swear and even escape from school. He had verbal altercations with both staff and peers and at times will admit could be a handful. This behaviour was also seen at home. To begin with the help was in the form of L (teacher) attending the school one day a week and working with E for a few hours. E enjoyed his time working through the activities and I was grateful that L took her time to get to know E as he was not willing to work with just anybody. She became a trusted figure and he looked forward to these sessions.*

*With the transition of moving into Primary 7 looming it was decided that behaviours were increasing and a more dedicated approach would be beneficial. This was a Thursday and Friday at the DEN. These days fast became E's favourite days. For him it was important that everybody was on the same path with the same goals and we were all working towards the same targets. The DEN was fantastic, L would attend every school meeting and the communication between herself and me was fantastic. I often referred to her or help within home struggles too. Working together was key for a successful solution.*

*E made strides. He recognised things about himself that he wanted to change and the DEN gave him confidence that he was able to succeed. He started being able to regulate himself within peer situations and where he would have often picked the fight he learnt that it was ok to walk away. He made new and lasting friendships with people and learnt tolerance and learnt how to have safe interactions with his peers. He learnt about how his feelings could affect his body and how confidence is key. His relationship with his teachers improved also. Over the course of a year my child changed from an angry unregulated and very emotional wee boy into a polite, helpful and happy young man.*

*This was due to the effort that the staff in the DEN put into him. They managed to work with the other school and he was staying in class for longer periods regulated. He was not engaging with peer disagreements as much. He set goals for the future and actually started looking forward to going to school again.*

*I will never be able to thank L and the staff to the extent that they deserve. The work that they do and the dedication they show is so beneficial for children's development and without them E would never have got back into a classroom full time, completing work assignments, making friendships that will last.*

Parent C

*Since F has joined the DEN he has been working with various members of staff who help him with his feelings, emotions and relationships with people in his life.*

*When at the DEN they get F to express his feelings by drawing, talking or play which is helping F understand how to express his feelings in the correct way when he is going about his day to day life. Ultimately calming him from his angry outbursts which were more frequent before attending the DEN.*

*The DEN are really great and keep me updated with emails about how F's day has been, also adding to seesaw so I can see him during his activities. F's relationship with all the staff at the DEN is great. He thinks highly of them and really enjoys working with them either one on one or in a team.*

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 APRIL 2025Report by Director of EducationEAST RENFREWSHIRE CHILDREN'S SERVICES PROMISE 5TH ANNIVERSARY  
PROGRESS REPORT**PURPOSE OF REPORT**

1. The purpose of this paper is to highlight the work undertaken by East Renfrewshire Council, the Health and Social Care Partnership, and the wider Children's Planning Partnership - the Improving Outcomes for Children and Young People Partnership – in promoting The Promise. The report highlights progress with local implementation over the period 2020 to 2025. The local partnership acknowledges that whilst progress has been made there is much still to do to be fully Promise compliant by 2030.

**RECOMMENDATIONS**

2. Education Committee is asked to:
- a) Note the publication of the national Promise Oversight Board 5<sup>th</sup> Anniversary Report (2025);
  - b) Note and comment on the Education Department update on implementation of The Promise in East Renfrewshire; and,
  - c) Note that a full report on the progress of The Promise will be taken to Council on 23 April 2025.

**BACKGROUND**

3. The 5th February 2025 marked 5 years since the conclusions of the Independent Care Review were published and The Promise was made and launched. This anniversary is an important time for all public services and wider society to reflect on what has happened so far and the journey ahead. Five years ago this landmark publication acknowledged that the current "care system" in Scotland wasn't working and proposed transformational change over a ten year period driven by the following promise to care experienced children and young people:

*"You will grow up loved, safe and respected. And by 2030, that promise must be kept".*

4. On 5th February 2020 a promise was made to the infants, children, young people, adults and families who have experience of the care system in Scotland. The Promise and its commitments were clear that by 2030 the following would be delivered:

- Love will no longer be the casualty of the 'care system,' but the value around which it operates;

- Wherever safe to do so, Scotland will make sure children stay with their families and families will be actively supported to stay together; and,
- Children, young people, and their families will be listened to, respected, involved and heard in every decision that affects them.

5. The Scottish Government and the national Promise Team reinforced that this work is “*immediate and urgent work - what can change now must change now*” and that implementation of The Promise must not be delayed. In East Renfrewshire we have made the same commitment to our current looked after children and young people, those who we previously looked after, and for those who will experience care in the future. Even during the Covid-19 pandemic we sought opportunities to drive forward The Promise believing that during this extraordinarily challenging time, children and young people in our care needed to be loved, safe, and listened to more than ever.

## CONTEXT

6. The Promise Oversight Board published their [report](#) in February 2025 to mark the five year mid-way point in the ten year programme. It concludes that the national journey is behind schedule but still on course to be achieved by 2030. The report states that to get there will “*require pace, renewed purpose, and everyone to play their part*” over the next five years. It highlights the statutory provisions of the Children and Young People (Scotland) Act 2024 that relate to public bodies as corporate parents and is clear all of these local and national organisations must fulfil their responsibilities if children and young people are to get the support they need from across the system.

7. The Calls to Action from the Oversight Board Report are being considered by our local multi agency Improving Outcomes for Children and Young People Partnership and where necessary we will ensure areas for improvement are included within A Place To Grow.

## REPORT

8. Through our multi-agency East Renfrewshire Improving Outcomes for Children and Young People Partnership we have worked hard since 2020 to promote and implement The Promise. Firstly by consistently raising awareness of the role of Corporate Parents, we have sought to ensure that partners understand that when a child or young person becomes looked after – at home or away from home - the local authority, health board, and a large number of other public bodies take on the statutory responsibility of Corporate Parent. Achieving a shared understanding that Corporate Parenting is a collective responsibility is key to successfully keeping The Promise.

9. The two published statutory East Renfrewshire Children’s Services Plans that cover the period since 2020 ([Children’s Services Plan 2023-26](#) and [Children’s Services Plan 2020-23](#)) have very clearly placed the Promise as our top priority across the partnership. The five year progress report demonstrates the breadth and depth of implementation locally and the importance of the partnership in making this happen. The report is structured around the foundations of *Voice, Care, Family, People, Scaffolding* and indicates the partners who contribute in each area.

10. Similar to the national picture, over the last decade East Renfrewshire looked after population of children and young people has been reducing and changing, and this is as a consequence of national as well as local factors. Specifically, changes to how children can access essential services has meant that there has been a cultural and systems shift away from requiring a statutory supervision order to get the help they need and when they need it.

Furthermore the implementation of Signs of Safety and a risk sensible approach has meant children's services work more collaboratively with parents and carers to achieve better outcomes for children.

11. The delivery of the national Permanence and Care Excellence (PACE) Programme has also led to the reduction in this population as more innovative ways of working, informed by children's rights, trauma and relational based practice, have been rolled out. Overall, the strengthening of prevention and early help provision has resulted in need being identified and responded to earlier by universal services in line with the Getting it right for every child approach.

12. In addition the characteristics of the looked after population have changed as there is a clear trend towards more children and young people with very complex needs such as neuro divergence and co morbidity mental health, becoming subject to a supervision requirement. Approximately one third of the current population are separated young people (unaccompanied asylum seeking young people) and who have a high level of need that we are responding to. Both trends are forecast to continue to increase over the period. It is important to state that although the overall number who are looked after has reduced the actual number of vulnerable children, young people and families who require intervention to prevent them from entering the care system is increasing across all services.

13. The East Renfrewshire 5<sup>th</sup> Anniversary Progress Update highlights a range of further activity that has been undertaken by a range of our corporate parent partner agencies and includes:

- Development of an East Renfrewshire #KeepThePromise Board
- Child Friendly Children's Hearings through 'Better Hearings' practice group
- Imagination Library has supported 63 children in East Renfrewshire
- Roll out of 'Keeping Trauma in Mind' Training
- Partnership working to support readiness to learn for care experienced children and young people through LearnWell Service
- Keeping the Promise Award in settings and schools

14. A range of activity has been undertaken within the Education Department related to the 5 key areas which were highlighted under education in The Promise Plan 2020-23 and includes:

- Raising awareness of The Promise and Corporate Parenting Duties through the Development of 'Our Promise' which is the Education Departments approach to corporate parenting. This has increased school understanding and knowledge of The Promise, resulting in increased focus on the experiences and outcomes for care experienced children and young people.
- There is evidence of increased focus on school improvement activities that value and recognise the needs of care experienced pupils with most school improvement plans including activity related to The Promise, this has included robust tracking of attendance and attainment so that support is identified and given early.
- There is evidence that care experienced children and young people are actively participating in subjects and extra-curricular activities in schools and this was evidenced through The Promise themed visits which took place in all schools this session.
- Through the processes outlined in revised Standard Circular No 8 Included, Engaged And Involved Part 2: A Positive Approach To Preventing and Managing School Exclusions, the formal and informal exclusion of looked after children from education has ended with no looked after children and young people being excluded in ERC.

- Our schools have effectively supported and ensured care experienced young people go on to genuinely positive destinations, such as further education or employment with 100% of looked after children in a positive destination in 2022/23.

## CONSULTATION AND PARTNERSHIP WORKING

15. The Improving Outcomes for Children and Young People Partnership oversee the planning, implementation and evaluation of The Promise in East Renfrewshire and the work of the partnership individually and collectively has been captured in this five year mark report. Reporting also takes place annually through the Children's Plan.

## IMPLICATIONS OF THE PROPOSALS

16. An Equality, Fairness and Rights Impact Assessment was undertaken as part of the planning process for the Children's Services Plan.

## CONCLUSIONS

17. We are determined to deliver The Promise in East Renfrewshire by 2030. However we agree with the Oversight Board that there is not a moment left to waste and all agencies need to play their part in making this happen. The five year report illustrates the strength of commitment locally to do this. Ultimately we will be judged by children, young people and their families and carers as to how well we are achieving the change that needs to take place.

## RECOMMENDATION

18. Education Committee is asked to:
- a) Note the publication of the national Promise Oversight Board 5<sup>th</sup> Anniversary Report (2025)
  - b) Note and comment on the Education Department update on implementation of The Promise in East Renfrewshire; and,
  - c) Note that a full report on the progress of The Promise will be taken to Council on 23 April 2025.

Mark Ratter  
Director of Education  
3 April 2025

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