

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE21 AUGUST 2025Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK**PURPOSE**

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

RECOMMENDATION

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

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The 2025 refreshed NIF provides the long-term strategy for Scottish education and sets out the vision, key priorities and expected outcomes for children and young people.
4. The [Achieving Excellence and Equity 2025 National Improvement Framework Improvement Plan](#) which was published in January 2025, includes 5 priorities:
 - Placing the human rights and needs of every child and young person at the centre of education;
 - Improvement in children and young people's health and wellbeing;
 - Closing the attainment gap between the most and least disadvantaged children and young people;
 - Improvement in skills and sustained, positive school-leaver destinations for all young people; and,
 - Improvement in attainment, particularly in literacy and numeracy.
5. The improvement plan provides full details of the actions that will be taken to deliver the seven outcomes set out in the [Achieving Excellence and Equity 2025 National Improvement Framework](#), published in December 2024.

6. The NIF is underpinned by a series of planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.
7. The priorities set out in the NIF mirror our own aspirations set out in our [Local Improvement Plan 2025 - 2028](#), East Renfrewshire A Place to Grow Delivery Plan, West Partnership Improvement Plan and Strategic Equity Plan.
8. The annual [Standards and Quality Report](#) provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the five national priorities and seven outcomes as set out in the National Improvement Framework (NIF).

REPORT

9. Committee members will be aware that the department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland and Care Inspectorate are used to identify steps which need to be taken to secure continuous improvement.
10. A range of activities designed to provide support and challenge to schools and centres generate self-evaluation evidence, some of which is used for the NIF ERC Summary 2024-25 and included evidence (Appendix 1). This summary is based on the Scottish Government template and prompts provided in previous years and makes use of the following sources:
 - performance and questionnaire data;
 - reports on Early Learning and Childcare (ELC) settings and schools by the Quality Improvement Team;
 - reports on ELC settings by Care Inspectorate Scotland;
 - reports on ELC settings and schools by Education Scotland; and,
 - school and service improvement plans and Standards and Quality Reports.
11. Education Department guidance on improving quality of provision has been refreshed annually since 2016-17 to reflect the NIF and Improvement Plan. Links to the NIF priorities and expected outcomes have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.
12. A high level summary of the progress in East Renfrewshire with the five national priorities set out in the NIF is detailed below. Key strengths, include:
 - 38 educational establishments hold the Rights Respecting Schools (RRS) award with 19, an increase of 2 on last year, at Gold level.
 - In recent RRS accreditation visits (leading to Gold Awards), UNICEF highlighted the visibility of rights across settings, in policy and practice.

- One hundred percent of ERC schools achieved 'Digital Schools Award'.
 - One hundred percent of ERC establishments evaluated How Good Is Our School (HGIOS) / How Good Is Our Early Learning and Childcare (HGIOELC) Quality Indicator 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2024-25.
 - All primary schools have adopted the Child Inclusion Research into Curriculum Learning and Education (CIRCLE) Framework to support inclusive practice, improve experiences and outcomes for vulnerable children and young people and support the implementation of The Promise.
 - Almost all education establishments have secured accreditation for the Keeping the Promise Award with 100% of establishments planned for full accreditation by August 2025.
 - Progress towards achieving our stretch aims in literacy and numeracy (P1, P4 and P7 pupils combined) demonstrated a further narrowing of the poverty related attainment gap from the previous session.
 - Attainment information from 2022-23 to 2024-25, indicates the proportion of P1, P4 and P7 pupils (combined) achieving the expected levels of attainment in reading, writing, listening and talking and numeracy has remained consistently high and significantly above the published national average figures.
13. In relation to the drivers of improvement included within the NIF and Local Improvement Plan, next steps include:
- Continue to support and challenge ELC settings and schools to be data informed in their approaches to raising attainment for all;
 - Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund;
 - Build system capacity to support continuous improvement through robust self-evaluation processes and high quality career long professional learning;
 - Continue to build capacity of the department and schools to enable reliable and rigorous tracking of learner progress in learning across the curriculum; and,
 - Support and challenge ELC settings and schools to ensure their curriculum is holistic, flexible and inclusive.
14. The implementation of priorities in the NIF, Strategic Equity and Local Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee through annual presentations on attainment, reports on the impact of the Strategic Equity Fund (SEF) and through the department's annual Standards and Quality Reports.

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

COLLABORATION

16. The Education Department works with a range of partners to drive Excellence and Equity and fulfil the requirements as set out in the National Improvement Framework. These partners are detailed in the ERC Summary 2024-2025 and include Education Scotland, Association of Directors of Education, Skills Development Scotland and East Renfrewshire's Work EastRen, Community Learning and Development and Health and Social Care Partnership.

RECOMMENDATION

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

Mark Ratter
Director of Education
21 August 2025

Report Authors

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

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

National Improvement Framework for Scottish Education - East Renfrewshire Council Summary 2024-2025

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> How is progress evaluated to demonstrate implementation of UNCRC? Are the principles of Learning for Sustainability being embedded in local improvement planning? Development of youth voice Any professional learning to raise awareness and support staff development in this area. 	<p>East Renfrewshire Council and its partners have taken various steps to progress children's rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.</p> <p>The Children's Services Plan 2023-26, directly links to our commitment to promoting and protecting children and young people's rights. The plan is underpinned by the national GIRFEC wellbeing framework, which provides a consistent approach and shared language for our ELC settings and schools, ensuring children, young people and their families get the right support at the right time from the right people.</p> <p>With partners in Health and Social Care Partnership (HSCP), the GIRFEC multi-agency practitioner guidance manual has been revised to ensure alignment with the UNCRC (Incorporation) (Scotland) Act 2024, and the Child Poverty (Scotland) Act 2017, alongside our policy context, specifically relating to the National Guidance for Child Protection in Scotland (2021) – updated 2023, and The Promise. The guidance emphasises child-centred, rights-respecting, strengths-based practice and the inclusion of children, young people and their families. It also makes explicit links between the UNCRC articles and how these can be advanced through the promotion of wellbeing. There are new sections on: Signs of Safety; Participation and Involvement; Parental Rights and Responsibilities; Eradicating Child Poverty; and Information Sharing. Key updates were shared with all Head Teachers, Depute Head Teachers of Pastoral Support and our Additional Support Need (ASN) Coordinators.</p> <p>Professional learning continues to be delivered in partnership with the West of Scotland Development Education Centre, UNICEF and through the West Partnership to raise awareness of children's rights, linked to UNCRC.</p> <p>Following a successful bid for Scottish Government funding, in partnership with Community Learning & Development (CLD), an East Renfrewshire Young People's Rights Association has been established, achieving a wide and representative membership. The group have presented to the Council Leadership Team and to Parent Council Chairs and link with senior leaders and elected members on key policy and budget decisions across the council. This Young People's Rights Association have supported increased awareness of children's rights and involvement of children and young people in decision making. The group recently presented at a COSLA National Conference on Children's Rights where their work was used as an example of good practice. Most recently, they have been involved in developing the East Renfrewshire Council's Strategic Vision: 'A Place to Grow' and presented at the launch conference. They are also working with a council-wide UNCRC Implementation Group to update the</p>

department's approach to Child Friendly Complaints. As part of this work, they will develop training for schools linked to the Scottish Public Services Ombudsman's (SPSO) training offer.

Education Scotland inspections of our schools this session have highlighted rights-based approaches and pupil participation and voice as strengths.

A total of 38 establishments hold the Rights Respecting Schools award with 19 at Gold level, an increase of two on the previous year. Two principal teachers are now acting as associate assessors, increasing the capacity to provide accreditation and share best practice.

Almost all pupils (92%) in local authority questionnaires agree that their school helps them to understand their rights. In recent school accreditation visits (leading to Gold Awards), UNICEF highlighted the visibility of rights across settings, in policy and practice.

The Be Well Survey has been developed and is being used by 13 schools to explore and report on resilience, school belonging and wellbeing at a whole school and individual level. These schools are using this tool to inform improvement planning and their approach to meeting learner needs.

Awareness raising sessions with Head Teachers, Depute Head Teachers (DHTs) and ASN Co-ordinators in our establishments in relation to our Corporate Parenting duties and what it means to be 'a good parent' have continued. Work continues in collaboration with the West Partnership to provide a suite of training materials for staff in schools to ensure that care experienced children and young people receive the right support and nurture from all staff in all educational establishments.

Most primary and all secondary schools continue to engage with Young Carer development workers who deliver at assemblies, provide workshops and drop-in sessions for pupils, and training for staff. There has been an increase in the number of carers being identified by schools and being supported by the Carers Centre as a result of this activity. In March 2025, primary schools participated in an event held at Eastwood Theatre to celebrate Young Carers Action Day; sharing their experiences and hearing from other supporters and contributors.

Equality, Fairness and Rights Impact Assessments (EFRIAs) are routinely undertaken when making key decisions or policy changes. EFRIAs include a specific section for UNCRC to ensure children's' rights are taken into account when making policy decisions. The EFRIA process was reviewed in 2024-25 and is now designed to be more robust in terms of scrutiny and more accessible for officers undertaking assessments.

	<p>The Social Justice Strategy 2023-26 and accompanying Social Justice Framework outline practical guidance for schools on promoting equality, diversity and inclusiveness through six key areas of practice: curriculum design; learning, teaching and assessment; relationships; professional learning and development; recruitment and retention; and use of resources.</p> <p>Schools and centres were supported to take forward the strategy's aims through high quality professional learning opportunities and collaborative networks. Building Racial Literacy, Culturally Responsive Practice and English as an Additional Language (EAL) programmes led by the Quality Improvement Team were attended by 268 practitioners and highly evaluated by attendees. Further focused sessions were delivered to individual schools staff groups and the Educational Psychology Service team.</p> <p>A member of the Quality Improvement Team worked with three head teachers to co-design a three-day programme of professional learning for Principal Teachers focused on increasing equity through the curriculum, learning, teaching and assessment. The 'Everyday Equity' programme was delivered to 26 Principal Teachers from primary and secondary schools with remit responsibilities for equity and social justice. 100% of participants who completed evaluations rated the impact of the programme as very good or excellent. 94% strongly agreed that their learning on the course would influence both their own practice and the practice of others they work with, while the remaining 6% also agreed with these statements. A second cohort of Principal Teachers has signed up to participate in autumn 2025.</p> <p>Scotland's Learning for Sustainability (LfS) action plan 2023 to 2030 - <i>Target 2030: A movement for people, planet and prosperity</i> - aims for every 3-18 educational establishment to become sustainable by 2030. In March 2025, the first LfS Pupil Conference: "<i>Learning for a BettER World</i>", was held in Hampden Park and provided a day of positive action to take steps towards change in relation to children's rights, LfS and the climate emergency. The conference was led by pupils and staff from all primary and secondary schools across East Renfrewshire. It provided opportunity for pupils to share their views on what they want to do around LfS and plan how they can affect change in their community. This work resulted in a range of artwork produced by the pupils and their subsequent involvement in a consultation in June 2025 to discuss and shape the new East Renfrewshire Litter Strategy.</p>
	<p>Next steps:</p>
	<ul style="list-style-type: none"> • Continue to implement the Social Justice Strategy 2023 – 2026 and evaluate impact • In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh.

National Improvement Framework for Scottish Education - East Renfrewshire Council Summary 2024-2025

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences. • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and 	<p>All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families. Relationships are fundamental across the educational system and we foster a culture of inclusive practice where children and young people are heard and their views are respected and acted upon.</p> <p>In questionnaires, almost all pupils (91%) agreed that the staff supported them with their wellbeing and most parents (80%) agreed that the staff support their child's emotional and mental wellbeing. One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2024-25.</p> <p>The Personal, Social & Health Education (PSHE) subject group continues to meet to support the ongoing review and development of the Health and Wellbeing (HWB) curriculum. In addition we have established a HWB network for practitioners to respond to pupil needs, by the continued development of the HWB curriculum across all educational establishments. As a result of the network, 22 representatives were able to collaborate on identified areas for development in relation to this area of the curriculum and share best practice ensuring a consistency of approach and identification of next steps as a collective.</p> <p>Based on the national CIRCLE (Child Inclusion Research into Curriculum Learning and Education) Framework, CIRCLE has been rolled out across all primary schools in session 2024-25 to support inclusive practice using a staged system of support, improve experiences and outcomes for vulnerable children and young people and support the implementation of The Promise in all educational establishments in East Renfrewshire. The CIRCLE resource aims to empower education staff to support all children and young people, to promote inclusive practice and to encourage effective collaboration between school staff, parents and carers, partner services and other agencies and supports. All primary schools have an identified CIRCLE lead who has delivered professional learning to all staff in their school. 100% of primary schools have delivered training in the CIRCLE approach. All CIRCLE leads reported an increase in confidence and in knowledge and understanding of the CIRCLE framework throughout the first year of its rollout.</p> <p>All education establishments have undertaken the Keeping the Promise Award and almost all have secured accreditation in session 2024-25 with those who have not completed the award planning to conclude on the in-service days in August 2025. In addition, wider teams and services have also signed up to work through the programme materials and have since fully completed the course – these include Education Wider Improvement Team, Learn Well Service, Educational Psychology Service and Education Leadership & Quality Improvement Teams.</p>

<p>delivery of education?</p>	<p>188 members of staff (Pupil Support Assistants) have participated in Keeping Trauma in Mind training in session 2024-25 and we have developed Education Scotland's Keeping Trauma in Mind training to build in a progressive learning experience for members of staff. This enhanced training - Still Keeping Trauma in Mind (SKTiM) – was developed and delivered in session 2024-25 to 21 members of staff.</p> <p>A Thinglink which contains associated resources has been developed to build capacity and support education professionals to understand and implement inclusion and The Promise, focusing on improving the outcomes of vulnerable children and young people including those with additional support needs and care experienced children and young people.</p> <p>Members of the Quality Improvement Team updated guidance and provided support for schools on responding effectively to bullying, racism and discrimination, including updates to procedures for the reporting of incidents and the monitoring of this data over time. The refreshed guidance takes account of the national update to Respect for All, Equally Safe and recently published guidance on Responding to Racist Incidents. 57 pupil support assistants attended a workshop on English as an Additional Language and anti-racism, with 20 going on to complete a six-week in-depth course on this theme.</p> <p>Our Educational Psychology Service (EPS) continues to support children's wellbeing through partnership working with early years' settings (ELCs) and schools and through Healthier Minds, Learn Well and Early Years Outreach Services. In 2024-25, support was provided for 898 active cases requiring additional support for learning. Educational Psychologists also provided consultation and advice around additional cases that are discussed through joint support team meetings. 30 ELCs and schools completed evaluations for 2024-25, indicating that 100% agree that working in partnership with the EPS has improved outcomes for the most vulnerable learners. Almost all agreed that attainment and achievement of disadvantaged children and young people is raised as a result of the partnership working with EPS and it helps to support prevention, early intervention and improve outcomes and reduce inequalities.</p> <p><u>Healthier Minds Service</u></p> <p>In 2024-25, 37 multi-agency screening hubs took place where 411 children and young people were discussed, including 99 re-referrals; similar to the number of referrals last session.</p> <p>92 children, young people and families were supported by the Healthier Minds Team. 165 referred to our commissioned RAMH Youth Counselling Service, 34 referred to Children First Family Wellbeing Service and 22 referred to Family First Service, who joined the screening hub in August 2024 with the expansion of the age range (8-18 years). 97% of the children and young people who received support from the Healthier Minds team reported improved outcomes.</p> <p>In response to the increased need for support for families referred to Healthier Minds we have created a new 6-week parent group to provide information, strategies and support for parents and carers of a child or young person diagnosed with Autism or who are on the neuro developmental pathway for assessment. The content of the course was develop with our partners including our local National Autistic Society group.</p>
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Feedback from the Empowering Parents & Carers: Autism Group has been overwhelmingly positive:

“Overall, the sessions were a great support and has been the biggest form of support I have been offered.”

“The facilitators were professional, understanding and very knowledgeable. I felt extremely comfortable and accepted to share my thoughts and ask questions.”

“...opportunities to learn about Autism at the same time as hearing other parents’ experiences. Prior to this group we felt like we were dealing with our challenges alone. The group helped put things in a broader context.”

To better support children and young people’s sleep, Sleep Counselling training was commissioned through Sleep Action for professionals working one-to-one with families with children (18months-18years) with additional support needs.

Through the Healthier Minds Network there has been over 20 professional learning sessions attended by 256 staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations. Some of the topics covered include; Emotional Based School Absence; Supporting Boys with their Emotional Wellbeing; Supporting Self-Harm; Social Media and Emotional Wellbeing; Relational Practice; Neurodiversity, Masking and Emotional Wellbeing; Delivering Group/Class Anxiety Resources for Primary & Secondary Schools.

Learn Well Service

The Learn Well Service continues to support young people (S1-S4) with their learning and wellbeing during periods of significant, long-term Emotionally Based School Absence (EBSA). In this academic session, 60 young people were offered support from the Learn Well service, including 21 care experienced young people. These young people have a wide range of additional support needs, most commonly relating to autism, mental health challenges, and or trauma.

The range of support offered by the service includes:

- individual and group based learning focusing on English and the preferred subject areas of the individual;
- holistic wellbeing experiences;
- social connection opportunities;
- practical and emotional assistance, and advice to young people and families;
- home visits;
- graded exposure plans around social, wellbeing and learning opportunities;
- development of strong working partnerships through parental / carer engagement and empowerment.

A base for the Learn Well Service has been established beside Braidbar Primary school in Giffnock; operating there since October 2024. Having this space has allowed the service to develop and enhance the range of supports offered, and provided a consistent, predictable nurturing environment to work flexibly with young people.

Attendance of Care Experienced young people at the Learn Well Service sessions increased by 4% from 66% in 2023-24, to 70% in 2024-25. The attendance of other young people in the Strategic Equity Fund pathway increased by 5.2% from 62.8% in 2023-24 to 68% in 2024-25. In addition, there was a large increase in the number of sessions offered across both pathways compared to last year. The Care Experienced pathway offered 102 more sessions this academic year than last year, and the Strategic Equity pathway offered 341 more sessions this year than last year.

Responses to evaluations indicate 100% of parents / carers felt that their young person had benefitted from engaging with Learn Well over this session, and 100% of young people agreed that they have enjoyed working with Learn Well this year. Furthermore, 92% of parents / carers felt that there had been a benefit to the whole family. Overall, 100% of parents and carers agreed that the service provided by Learn Well has been effective.

Staff highly evaluate the support offered and report increased engagement and participation by young people accessing support. In May 2025, 17 practitioners from schools engaged in Career Long Professional Learning (CLPL) to support young people with EBSA. As in the previous year, almost all practitioners agreed that the training supported their practice, that their knowledge, confidence and skill had improved, and that the professional learning would help them to improve outcomes for the young people they work with.

Early Years Outreach Service (EYOS)

In 2024-25, the EYOS has significantly expanded its support for children in ELCs, demonstrating impact across three key areas:

- Direct Support – enhanced support for 2-5year-olds with additional support needs particularly those with language, social communication, and emotional regulation needs.
- Workforce Development – building the capacity of early years practitioners by modelling evidence-based approaches, providing training, offering consultation on environmental adaptations, and advice on universal and targeted strategies for children with ASN.
- Parent and Carer Empowerment – increasing the knowledge and confidence of parents and carers through home visits, collaborative wellbeing planning, information sessions, collaboration with a range of professionals, and monthly information Sways.

EYOS supported 76 children across 16 ELCs, including two partnership settings. All children supported by the service demonstrated progress and improvement across a range tracked skills.

There is an ongoing commitment from EYOS to upskill the wider early years' workforce. Bucket Time training supported 29 practitioners from 16 ELCs and primary schools and the team contributed to the Early Years Practitioners' ASN Network and offered support and consultation to ELCs seeking Promoting and Nurturing Early Communication and Language (PANECAL)

	<p>accreditation. Further support is provided through a comprehensive website which provides key information and practical advice for practitioners.</p> <p>100% of ELC Head Teachers/Heads of Centre reported the support from EYOS as highly valuable. Practitioners reported marked improvements in their understanding of ASN, knowledge of effective strategies, confidence in adapting environments, ability to support and promote social communication skills, and planning for children's development. Parents and carers noted an increase in their knowledge, skills, and confidence in supporting their child's needs</p>
	Next steps:
	<ul style="list-style-type: none">• Support and challenge ELC setting and schools to ensure their curriculum is holistic, flexible and inclusive.• Continue to implement the recommendations from both the National ASL review and the department's ASN review.• Introduce the Be Well Survey and/or other tracking tools in all establishments to identify and support emotional and mental wellbeing and positive relationship needs of children, young people and families.• Continue to develop the EPS service delivery model to ensure that support is targeted towards those children and young people who need it most and evaluate the impact on children, families and staff.

National Improvement Framework for Scottish Education - East Renfrewshire Council Summary 2024-2025

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> Please note the interventions/actions which have had the most impact. Any joint working with partners which has had significant impact on addressing the poverty related attainment gap. 	<p>East Renfrewshire Council continues to demonstrate a strong commitment to improving outcomes and raising attainment and achievement for all learners. The Education Department's Vision statement aligns with our Strategic Equity Fund (SEF), Pupil Equity Fund (PEF) and Care Experienced Children and Young People (CECYP) plans.</p> <p>The Quality Improvement Team worked in partnership with schools and Education Scotland colleagues to ensure PEF was used effectively to provide targeted support to mitigate the impacts of poverty on children's learning and attainment. Self-evaluation evidence gathered through peer moderation and progress meetings held in January 2025, shows that detailed and high-quality planning is addressing well the needs of identified learners experiencing or at risk of experiencing poverty. This is being achieved through a range of targeted, evidence-based interventions for identified learners, such as curriculum adaptations, attendance support initiatives, health and wellbeing interventions that are increasing young people's readiness to learn, and practical financial supports aimed at increasing participation in wider school life. Almost all PEF plans have evidence-informed rationales for interventions and measurable targets. Schools are monitoring well the impact of these interventions and are increasingly working with community partners to provide the most appropriate supports through PEF. Schools are planning for the sustainability of PEF funded interventions beyond the life of the current funding cycle.</p> <p>The Child Poverty (Scotland) Act 2017 and the national Best Start, Bright Futures delivery plan 2022-2026 set out ambitious targets to reduce child poverty across Scotland by 2030. The East Renfrewshire Local Child Poverty Action Report outlines annually the steps taken and the progress made in tackling child poverty within our area. Partners in all services are working individually and collectively to reduce child poverty, including initiatives to increase income from employment, enhance social security support, and reduce the costs of living.</p> <p>Focused sessions for all Head Teachers, Heads of Centre and school Equalities Coordinators on mitigating impact of poverty were delivered in October and November 2024 with support from Business Operations and Partnerships colleagues and the Child Poverty Action Group (CPAG). Schools are now able to access more detailed information about the impact of the cost of living in their catchment postcodes through the Cost of Living Dashboard. This is helping school staff to have a deeper understanding of the socio-economic context of learners in their specific location.</p> <p>Members of the Quality Improvement team designed and delivered a full-day professional learning event on Curriculum Leadership for 84 middle leaders from secondary and special schools. The event supported principal teachers and faculty heads</p>

to design inclusive curricular experiences that meet the diverse needs of all young people, and to prepare to lead anticipated changes to the curriculum through the Curriculum Improvement Cycle. The event was very highly evaluated by participants:

“Reflecting on my role as a middle leader gave me food for thought and made me reflect on my current attitude to leading. Sharing excellent practice from ERC schools was inspiring.” Participant, Curriculum Leadership Event

“It was useful to engage with other middle leaders to hear their experiences and share good practice. The reading was useful and further allowed for reflection on your own leadership style and other strategies that could be incorporated in your day-to-day role.” Participant, Curriculum Leadership Event

Stretch Aims

East Renfrewshire’s three year stretch aims were submitted to the Scottish Government, along with an accompanied outline trajectory for progress in September 2023. As detailed in the Scottish Government guidance, our stretch aims are ambitious within our local context and take account of our previous aims and attainment data.

During session 2024-25, progress towards achieving our stretch aims in literacy and numeracy (P1, P4 and P7 pupils combined) demonstrated a further narrowing of the poverty related attainment gap from the 2023-24 session. The 2024-25 figures represent our highest ever performance in numeracy and second highest performance across the literacy curricular areas since the Covid-19 pandemic.

Primary Attainment – Closing the Gap

Considering attainment information from 2022-23 to 2024-25, the proportion of P1, P4 and P7 pupils (combined) achieving the expected levels of attainment in reading, writing, listening and talking and numeracy has remained consistently high and significantly above the published national average figures. 2024-25 values represent our second highest performance for attainment in literacy curricular areas (reading, writing, talking and listening) and our highest attainment performance in numeracy. Attainment for those children who are entitled to a free school meal and/or residing in a SIMD Quintile 1 area has continued to increase over this period, which evidences the progress made by schools to narrow the poverty related attainment gap by 4.5% and 0.5% respectively in literacy and numeracy from the values recorded in 2023-24.

It should be noted that the number of children registered for free school meals and/or residing in a SIMD Quintile 1 area represents a small percentage statistically (approximately 10%) of this demographic in East Renfrewshire.

The table below details the performance of pupils residing in Quintile 1 and Quintile 5.

	Percentage of P1, P4 and P7 Pupils	Pupils Residing in SIMD Quintile 1					Pupils Residing in SIMD Quintile 5				
		2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
	% Attaining or Exceeding Expected Levels - Reading	75.0%	69.5%	72.1%	81.7%	84.4%	93.9%	93.2%	94.7%	95.9%	95.2%
	% Attaining or Exceeding Expected Levels - Writing	71.2%	64.2%	70.3%	76.4%	77.5%	91.3%	92.1%	93.1%	94.3%	93.8%
	% Attaining or Exceeding Expected Levels – Talking & Listening	84.7%	78.2%	78.6%	88.4%	86.9%	96.7%	96.5%	96.7%	97.2%	97.0%
	% Attaining or Exceeding Expected Levels - Numeracy	77.1%	68.7%	72.1%	82.2%	81.6%	93.7%	93.9%	94.5%	95.6%	95.1%
<p><u>Secondary Attainment – Curriculum for Excellence (CfE) Third Level</u></p> <p>Over the previous three years, almost all S3 pupils have attained CfE level 3 and our performance remains significantly above the published national average figures across the key literacy and numeracy measures. In 2024-25, the literacy attainment of children entitled to a free school meal increased by 4% from 2023-24 to 87.8% and by 4% to 97.3% for those residing in SIMD Quintile 1. In numeracy, the attainment of children entitled to a free school meal increased by 1.4% from the 2023-24 session to 89.9% and by 1.8% to 97.3% for those residing in SIMD Quintile 1. Consequently, the poverty related attainment gap has decreased by 2.1% to 1.4% in numeracy from the values recorded in 2023-24. There was no attainment gap recorded in literacy, it reduced from 4.3% in 2023-24.</p> <p>The table below details the performance of pupils residing in Quintile 1 and Quintile 5.</p>											

Percentage of S3 Pupils	Pupils Residing in SIMD Quintile 1					Pupils Residing in SIMD Quintile 5				
	2018-19*	2021-22	2022-23	2023-24	2024-25	2018-19*	2021-22	2022-23	2023-24	2024-25
% Attaining or Exceeding Third Level - Reading	97.7%	94.5%	95.4%	94.3%	97.3%	97.8%	97.6%	97.8%	98.6%	97.6%
% Attaining or Exceeding Third Level - Writing	97.7%	93.3%	94.5%	94.3%	97.3%	96.2%	97.2%	97.8%	98.6%	97.5%
% Attaining or Exceeding Third Level – Talking & Listening	95.7%	94.5%	96.3%	96.6%	97.3%	96.8%	96.9%	98.3%	98.6%	97.6%
% Attaining or Exceeding Third Level - Numeracy	94.8%	95.9%	94.5%	95.5%	97.3%	96.0%	98.7%	99.4%	99.1%	98.7%

**No data was collected for 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

Secondary Attainment – Curriculum for Excellence (CfE) Fourth Level

Over the previous three years, the proportion of S3 pupils attaining CfE level 4 remains significantly above the published national average figures and has continued to increase across the key literacy and numeracy measures. In 2024-25, East Renfrewshire attained its highest overall levels of attainment across the four key curricular areas at CfE level 4 since the Covid-19 pandemic. The attainment of children entitled to a free school meal and/or those residing in a SIMD Quintile 1 area has increased in literacy from the 2023-24 session but has remained unchanged in numeracy for those entitled to a free school meal and a decrease in attainment recorded for those residing in SIMD Quintile 1. Consequently, coupled with increased levels of attainment of those children residing in SIMD Quintile 5, the poverty related attainment gap has increased by 1.1% and 3.5% respectively in literacy and numeracy from the values recorded in 2023-24. Over time, we have made significant progress in narrowing the poverty relating attainment gap in literacy reducing the gap from 20.1% in 2022-23 to 6.1% in 2024-25; considerably lower than the

published national value of 30.9% (SG SSR 2024). In numeracy the gap has reduced from 33.9% in 2022-23 to 13.5% in 2024-25; again considerably lower than the published national value of 33.3% (SG SSR 2024).

The table below details the performance of pupils residing in Quintile 1 and Quintile 5.

Percentage of S3 Pupils	Pupils Residing in SIMD Quintile 1					Pupils Residing in SIMD Quintile 5				
	2018-19*	2021-22	2022-23	2023-24	2024-25	2018-19*	2021-22	2022-23	2023-24	2024-25
% Attaining or Exceeding Fourth Level - Reading	66.4%	66.7%	68.8%	85.1%	84.0%	85.1%	85.0%	88.6%	87.8%	89.8%
% Attaining or Exceeding Fourth Level - Writing	66.4%	69.3%	70.6%	81.6%	82.7%	84.6%	85.3%	89.2%	88.3%	89.4%
% Attaining or Exceeding Fourth Level – Talking & Listening	73.3%	73.3%	74.3%	88.5%	85.3%	85.5%	81.1%	89.6%	88.6%	90.2%
% Attaining or Exceeding Fourth Level - Numeracy	57.8%	56.0%	57.8%	81.6%	76.0%	86.2%	89.5%	90.4%	91.2%	89.5%

**No data was collected for 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

Secondary Attainment – Senior Phase

East Renfrewshire narrowly missed the overall stretch aim of 96.4% for the proportion of leavers attaining 1 or more qualifications at SCQF level 5 or better in 2023-24 by 0.6%; the deprivation gap for the same measure was 9.2%, above the target set (7%) for the same period. Similarly, the stretch aim of 87.9% for the proportion of leavers attaining 1 or more qualifications at SCQF

	<p>level 6 or better in 2023-24 was missed by 2.1%; the deprivation gap for the same measure was 11.6%, above the target set (20.2%) for the same period.</p> <p>East Renfrewshire's Senior Phase performance and progress in relation to the Local Government Benchmark Framework (LGBF) measures is very strong and further details can be found here (Annex 1, page 1).</p> <p>Appendix 1 of this report provides further detail of progress towards the stretch aims and closing of the poverty related attainment gap.</p>
	Next steps:
	<ul style="list-style-type: none"> • Continue to implement the Strategic Equity Plan 2023-2026. • Continue to support and challenge schools to use PEF and school budgets to tackle the poverty-related attainment gap • Continue to provide high quality professional learning opportunities on improving social justice through the curriculum, learning, teaching and assessment. • In partnership with Education Scotland (Attainment Advisor) continue to strengthen approaches to central quality assurance of the use of PEF.

National Improvement Framework for Scottish Education - East Renfrewshire Council Summary 2024-2025

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

	Successes and impact
<p>Prompts</p> <ul style="list-style-type: none"> Developing Young Workforce in the BGE and Senior Phase. The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage. Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. The range and quality from 'engaging' to 'influencing' of education-employer partnerships. Data including school leaver destinations, participation measure and proportion of leavers 	<p>The Developing the Young Workforce (DYW) plan has continued to focus on curriculum, collaboration and equity.</p> <p>Relationships with employers are key and time is taken to develop and nurture these partnerships to support learning experiences and broaden learner pathways. A priority of the DYW School Coordinators, whose posts are funded through our Scottish Government grant, is to work with employers to allow our young people to demonstrate and apply these skills in different contexts. In May 2025, a successful Employer Engagement event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers. Over the course of session 2024-25 and taken from the Scottish Government database where we record these, a total of 1735 work-based learning and employer engagement opportunities were organised across our secondary schools. These involved 797 employers and had a combined audience of 14,737 pupils. All of the above figures represent significant increases on the previous session, and the number of targeted learners with additional support needs involved in these opportunities has also increased.</p> <p>DYW coordinators play an important role in supporting our young people at key transition stages. They work in partnership with the 16+ Learning Choices Coordinator, Skills Development Scotland (SDS), WorkEast Ren and other agencies to support young people into positive and sustained post school destinations. 1,359 young people (98.2%) leaving East Renfrewshire schools in 2023-24 achieved a positive destination, comparing favourably to the national average of 95.7%. From summary statistics for follow-up leaver destinations for the same cohort, 97.1% of East Renfrewshire school leavers were in a positive destination in April 2025, the highest of any local authority and comparing favourably to the national rate of 93.1%.</p> <p>Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. Education Scotland and SDS supported the Education Department to offer professional learning on DYW to probationer teachers. The approach to developing children's employability skills, including the SDS Meta Skills framework, in Mearns Primary School was showcased; an increasing number of establishments are embedding this skills framework.</p> <p>A focus on metaskills complementing traditional subject knowledge, has become increasingly important to employers and as such our schools have responded with an emphasis on these high level competences. Almost all of our schools have a metaskills programme in place with a few starting to use the new SDS profiling tools to record progress in this area.</p>

with vocational qualifications.	Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for the workplace of further education in the future. In 2024-25, East Renfrewshire offered more than 60 courses, ranging from SCQF Levels 1 to 8 and provided by a wide range of partner Further Education providers. The progress of our young people is closely monitored to ensure successful outcomes for almost all young people undertaking vocational courses. This tracking is possible due to the support of college partners and training providers who work with us to maintain pupil progress and intervene where appropriate, offering support as required.
	Next steps:
	<ul style="list-style-type: none">• Devise and implement the Developing the Young Workforce Action Plan 2025-2028.

National Improvement Framework for Scottish Education - East Renfrewshire Council Summary 2024-2025

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

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted to improve literacy and numeracy. 	<p>Quality assurance and moderation continues to be a key area of focus within the National Improvement Framework and within East Renfrewshire. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 12 years and is committed to continuing this work across all sectors in all educational establishments.</p> <p>Collaborative Learning Networks (CLN) were established in session 2022-23 and provide a structure for practitioners in all sectors to focus on key aspects of the learning, teaching and assessment cycle and on progression within and across Curriculum for Excellence (CfE) levels. The CLN model supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity throughout the academic session.</p> <p>Training was provided for 94 existing facilitators in order to support them in their lead role. The training incorporated key messages and expectations from the NIF and NIF Improvement Plan and activities focused on the role of a 'critical friend' and breadth, challenge and application of learning. Evaluations indicated an increase in confidence and ability to support colleagues with ongoing moderation activity.</p> <p><i>"Moderation is a vital part of the learning cycle. It encourages you to reflect on your teaching and how to effectively use a range of assessment approaches to measure progress in learning. The process prompts you to carefully consider how pupils are supported and challenge to allow them to achieve their potential."</i> Participant, Facilitator training</p> <p>813 practitioners across early years, primary and special sectors (including specific networks for DHTs, Reading Recovery teachers, PEF Principal Teachers, STEM leads, Gaelic practitioners) worked collaboratively within a similar curriculum level or specialist subject area. Practitioners created meaningful learning networks with colleagues from across the local authority and engaged in focused professional learning to support their understanding of key national and local messages linked to assessment and moderation. When surveyed 92% of participants indicated that this was a meaningful way to discuss progression and standards within a curriculum level and 95% valued the opportunity to meet with colleagues beyond their own establishments.</p> <p>In the secondary sector, approximately 660 practitioners worked in CLNs with colleagues from their subject area across the 7 secondary schools and engaged in high quality dialogue focused on a range of areas linked to the learning, teaching and assessment cycle. Principal Teachers and Faculty Heads agreed the key area of focus for the participants of the CLNs to ensure this was meaningful for each subject area and, where appropriate, provided relevant professional reading</p>

and research to support the dialogue. 94% indicated via evaluations that they valued the opportunity to engage in professional dialogue with colleagues beyond their own establishment.

There is a comprehensive programme of professional learning on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners.

100 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. Evaluations indicated an increase in knowledge and understanding of the learning, teaching and assessment cycle and confidence in developing effective questioning techniques.

10 establishments, across primary and secondary sectors, engaged in the Improving Pedagogy programme which utilises the 'Teaching Sprints' model to bring about improvements in the classroom. Participants engage with research, trial small tests of change based on the research and then reflect and review the process, providing opportunity to learn with and from each other. Participants found the programme a valuable way to make small-scale, research-informed improvement within the class. 100% of participants would recommend the programme to a colleague and have put into practice the learning gained from the programme.

The East Renfrewshire Council's Digital Learning and Teaching Strategy (2024–2027) has had a measurable impact on staff confidence, capacity, and skill, which in turn is positively influencing pupil outcomes. By embedding digital equity and inclusive practices at the heart of its approach, the strategy ensures that educators are equipped with the necessary training, tools, and support to integrate digital technologies effectively into their pedagogy. Impressively, 100% of our schools have achieved the nationally acclaimed 'Digital Schools Award'.

This has led to increased staff confidence in using digital platforms and AI-enhanced tools, fostering a culture of innovation and continuous professional learning. As staff capacity grows, so too does their ability to deliver more engaging, differentiated, and accessible learning experiences. For pupils, this translates into improved digital literacy, greater engagement, and enhanced attainment, particularly among equity groups such as those with additional support needs or from disadvantaged backgrounds. The strategy's alignment with national priorities and its focus on lifelong learning further reinforce its role in preparing young people for a digitally driven future.

Literacy and Numeracy

In September and October each year, the ability of primary 1 pupils in literacy and numeracy is measured in a process called the literacy and numeracy baseline. This allows primary staff to build on children's strengths and address areas for development. Moreover the information is also shared with early learning and childcare establishments to allow them to consider patterns and trends and how they may improve experiences and outcomes for children. The data gathered in September and October 2024 (most recent available at this time) demonstrated that the performance of all children collectively in literacy and numeracy remained consistent with that of attainment in previous years.

	<p>Work commenced on delivering the refreshed strategy for Literacy and English for 2024-2027. The strategy sets out three main areas – pedagogy, progress and partnerships. A comprehensive professional learning programme has been provided which focuses on levels rather than sectors and promotes greater collaboration. This was targeted at Primary 1/Early Level staff this session and had demonstrable impact on practice. The programme for 2nd/3rd level has been designed for next session. Data is used effectively to understand and address the barriers to attainment faced by particular groups of children and individuals e.g. improving attendance, research-based approaches to supporting boys’ literacy and English. Professional enquiry and collaborative learning networks have supported this well. To develop partnerships and collaboration across schools we have established a network of Literacy Leads in ELC and Primary sectors to enable coaching and modelling in their settings. This forum provides valuable support for all ELC settings and schools as they review and improve their literacy and English curriculum ensuring it is relevant, flexible and responsive and that all practitioners understand their roles and responsibilities in teaching literacy skills across the curriculum.</p> <p>During 2024-2025, Adult Learning Services (ALS) successfully delivered a wide range of learner-centred courses and programmes meeting the needs of 200 adults engaging with a range of programmes. 82 adult learners identified work related learning goals and 97% achieved self-directed work-related goals.</p> <p>ALS staff identified needs and delivered a range of community-based learning opportunities including; Family Learning Cafés, Wellbeing for Parents group, a Supporting Parents Supporting Children with numeracy course and Incredible Years. In partnership with education staff, CLD Workers also delivered a targeted Family ESOL Programme to enhance literacy support and Family Maths Mornings to encourage a positive mindset around numeracy. Parents reported feeling more confident and better equipped to support their children’s learning at home and had a positive impact on their children.</p> <p>Training was provided to 18 secondary Pupil Support Assistants who work with EAL children in the classroom. The course aimed to equip participants with key background knowledge around bilingual learners and develop skills and strategies to support them and help them feel included in all aspects of their learning.</p> <p>The final year of the United Kingdom Shared Prosperity Fund Multiply programme ran until March 2025 with 172 adults registered. ALS continued to offer the community opportunities to improve maths and numeracy skills and build confidence for adults. The programme provided 21 courses in session 2024-25. Courses were developed to support those aiming to improve their numeracy skills for everyday life, parents to help their children with learning at home and allow learners to gain qualifications to increase employment opportunities and understand how to budget well. Learning opportunities on offer included; accredited SQA numeracy courses level 3, 4 and 5 and National 5 Applications of Maths, Cooking and Eating on a Budget and Functional maths for ESOL learners and those wanting more independence in life. People of all ages were brought together to positively explore numbers through a variety of Maths cafes throughout the year and adult learner volunteers learned and developed skills to create and publish Multiply newsletters. During 2024-25, 15 people took part in accredited SQA maths and numeracy courses; progressing through levels and gaining 18 qualifications in total.</p>
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In partnership with West College Scotland and Glasgow Clyde, ALS staff created opportunities for 80 learners to gain accreditation in the following subjects: Child Care, Maths, ESOL, and IT.

The numeracy and mathematics refreshed strategy (2023-2026) is driving improvement. A comprehensive professional learning programme is ongoing to support the aims of the strategy. Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group.

There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. The ERC Numeracy & Maths Hub continues to be updated regularly with support, guidance and research to support learning, teaching and assessment in this curricular area. This is contributing to the capacity and confidence of staff to teach Numeracy and Mathematics.

Use of data to identify next steps for improvement

The Education Department makes excellent use of robust attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. Significant amounts of data is gathered annually at individual pupil level through a variety of sources including local baseline assessment of children on entry to P1, local standardised assessment data, Curriculum for Excellence (CfE) attainment data, Scottish National Standardised Assessment data and Senior Phase attainment data gathered from National Qualifications. Analysis of this data allows the department and schools to identify both areas of strength and for further development in each curricular area and enables best practice to be shared.

There is a relentless focus on narrowing the poverty related attainment gap and a commitment to building the leadership capacity of all staff across East Renfrewshire to effectively use data to inform strategy, planning and practice. To support this, all educational establishments are provided with access to current and historical literacy and numeracy attainment data, along with characteristic and demographic information for each individual pupil. This information is available to school staff via the department's Early Years, Broad General Education and Senior Phase tracking databases and through the new Management Information System, Power BI, for which dashboards pertaining to Attendance, Standardised Tests, Curriculum for Excellence and Senior Phase attainment are already available.

In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy, using attainment analysis to create challenging but achievable targets (stretch aims) for improvement and to monitor the impact of interventions and actions on an ongoing basis. Targets set by the department are negotiated with the Head Teacher of each establishment to provide focus for narrowing the poverty related attainment gap whilst raising attainment for all.

Attainment in Literacy and Numeracy

The levels of attainment for East Renfrewshire pupils in the Broad General Education have remained consistently high and significantly above published national average figures across all key curricular areas. However, whilst attainment in numeracy has increased slightly from the recorded 2023-24 values, there has been a slight decrease in attainment across the literacy curricular areas of reading, writing and talking and listening.

Percentage of P1, P4 and P7 Pupils	2020-21	2021-22	2022-23	2023-24	2024-25
% Attaining or Exceeding Expected Levels - Reading	90.3%	89.2%	90.9%	92.6%	92.4%
% Attaining or Exceeding Expected Levels - Writing	87.4%	87.4%	89.5%	90.6%	90.1%
% Attaining or Exceeding Expected Levels – Talking & Listening	94.1%	93.2%	93.9%	94.9%	94.5%
% Attaining or Exceeding Expected Levels - Numeracy	89.9%	89.6%	91.2%	92.1%	92.5%

Secondary attainment (S3) at third and fourth levels for East Renfrewshire pupils in reading, writing, talking and listening and numeracy has remained consistently high and significantly above published national average figures. Attainment across all key literacy and numeracy curricular areas have increased from the values recorded in 2023-24.

Percentage of S3 Pupils	2018-19*	2021-22	2022-23	2023-24	2024-25
% Attaining or Exceeding Third Level - Reading	97.5%	97.1%	96.7%	96.8%	97.1%
% Attaining or Exceeding Third Level - Writing	96.2%	96.9%	96.5%	96.7%	96.8%

% Attaining or Exceeding Third Level – Talking & Listening	96.8%	96.9%	97.5%	97.0%	97.3%
% Attaining or Exceeding Third Level - Numeracy	96.0%	97.9%	97.9%	96.9%	97.9%

**No data was collected for 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

Percentage of S3 Pupils	2018-19*	2021-22	2022-23	2023-24	2024-25
% Attaining or Exceeding Fourth Level - Reading	80.9%	82.6%	83.1%	85.4%	87.8%
% Attaining or Exceeding Fourth Level - Writing	79.7%	82.8%	84.0%	85.0%	87.6%
% Attaining or Exceeding Fourth Level – Talking & Listening	81.5%	81.6%	85.9%	86.7%	88.6%
% Attaining or Exceeding Fourth Level - Numeracy	78.4%	83.5%	81.9%	86.0%	87.3%

**No data was collected for 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

The levels of attainment of East Renfrewshire pupils at exit point has continued to be high over the past 5 years. The local authority remains above National and Virtual Comparator averages for leavers attaining SCQF level 5 Literacy and Numeracy, and significantly above National and Virtual Comparator averages for leavers achieving SCQF level 6 Literacy and Numeracy. Similarly, the proportion of leavers achieving 1 or more to 8 or more qualifications at SCQF levels 4 to 6; and 1 or more to 3 or more SCQF level 7 have been significantly above national averages and consistently above the Virtual Comparator.

The table below provides a high level comparative overview of some of the Council's performance measures against the LGBF indicators for 2023/24.

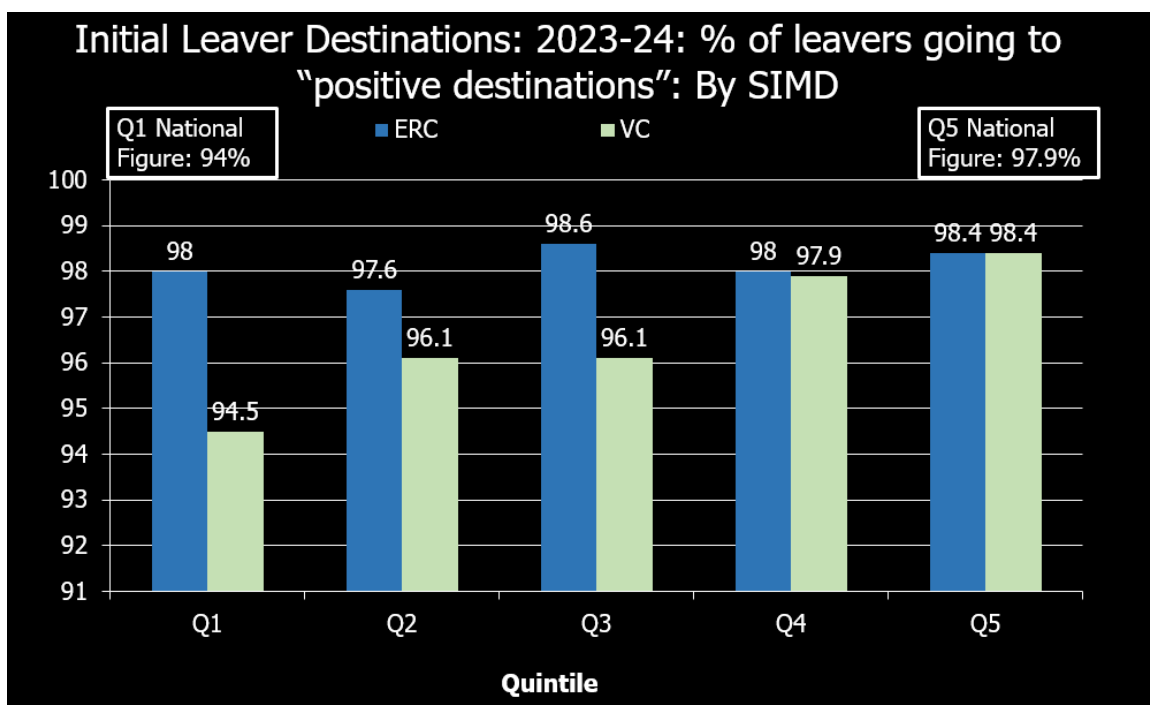
All data is accessible via the Improvement Service online LGBF dashboard tool, which can be accessed [here](#).

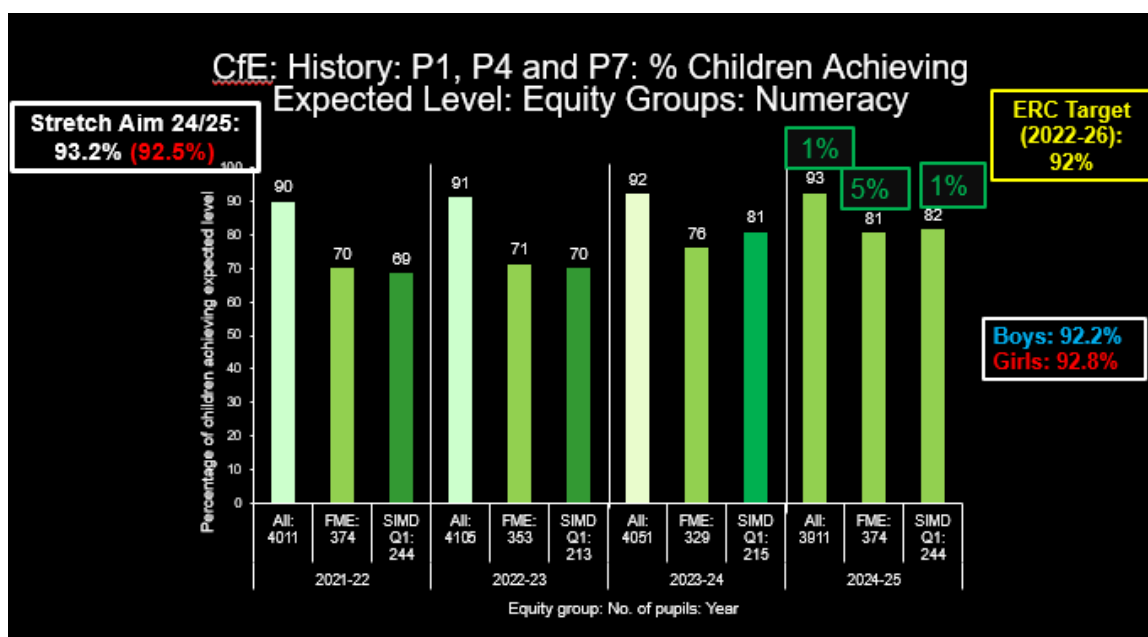
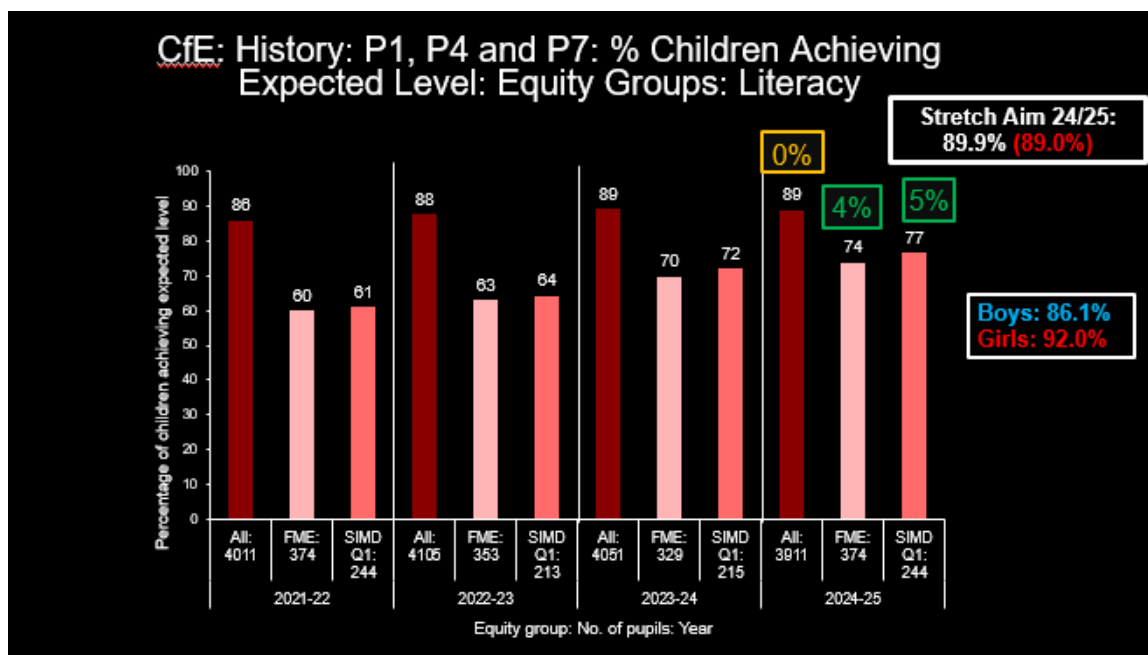
	LGBF Indicator	2022-23 ERC value (unless stated otherwise)	2023-24 ERC value (unless stated otherwise)	Indicator Performance	2023-24 Scottish average value (unless stated otherwise)	Performance against Scottish average value	Overall 2022-23 Rank (unless stated otherwise)	Overall 2023-24 Rank (unless stated otherwise)	Rank performance
	% of Pupils Gaining 5+ Awards at Level 5	89%	89%	Same	67%	Better	1	1	Same (top)
	% of Pupils Gaining 5+ Awards at Level 6	70%	73%	Improving	39%	Better	1	1	Same (top)
	Proportion of Pupils Entering Positive Destinations	98.7%	98.2%	Dropping	95.7%	Better	1	3	Dropping
	% of P1, P4 and P7 pupils achieving expected CFE Level in Literacy	87.6%	89.4%	Improving	74%	Better	1	1	Same (top)
	% of P1, P4 and P7 pupils achieving expected CFE Level in Numeracy	91.2%	92.1%	Improving	80.3%	Better	1	1	Same (top)
	Next steps:								
	<ul style="list-style-type: none"> Continue to implement the Numeracy and Mathematics Strategy 2023 – 2026 and the Literacy and English Strategy 2024 – 2027. Continue to support and challenge ELC settings and schools to be data informed in their approaches to raising attainment for all. 								

	<ul style="list-style-type: none">• Offer a range of learning opportunities for adult learners to gain skills for learning, life and work.• Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund and achieve identified stretch aims.
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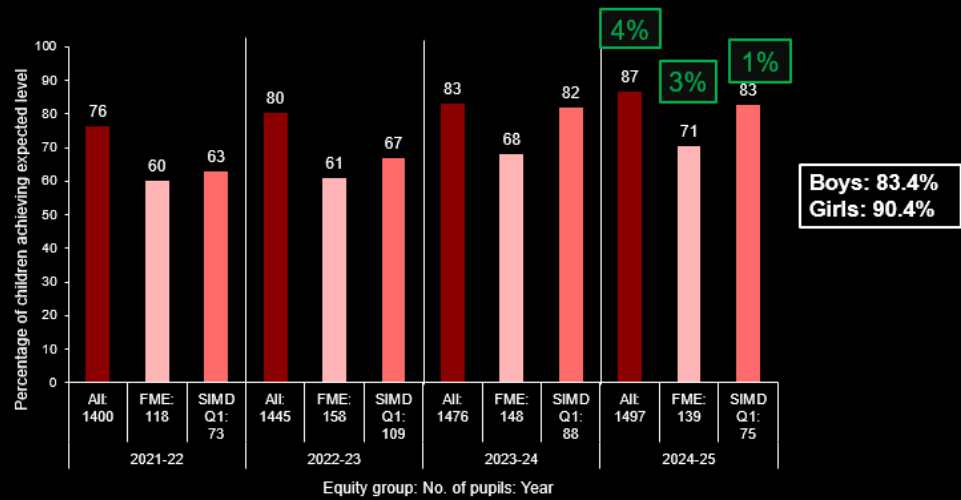
Appendix 1

	East Renfrewshire Council		
	2022-23	2023-24	% Change
Total Leavers	1353	1384	
HE	67.8	68.2	+0.4
FE	14.1	12.4	-1.7
Training	1.2	1.3	+0.1
Employment	14.7	14.4	-0.3
Vol. Work	0.4	0.6	+0.2
Prsnl Skills Dev	0.5	1.3	+0.8
Un. Seeking	0.7	1.0	+0.3
Un Not Seeking	0.6	0.7	+0.1
Positive	98.7	98.2	-0.5

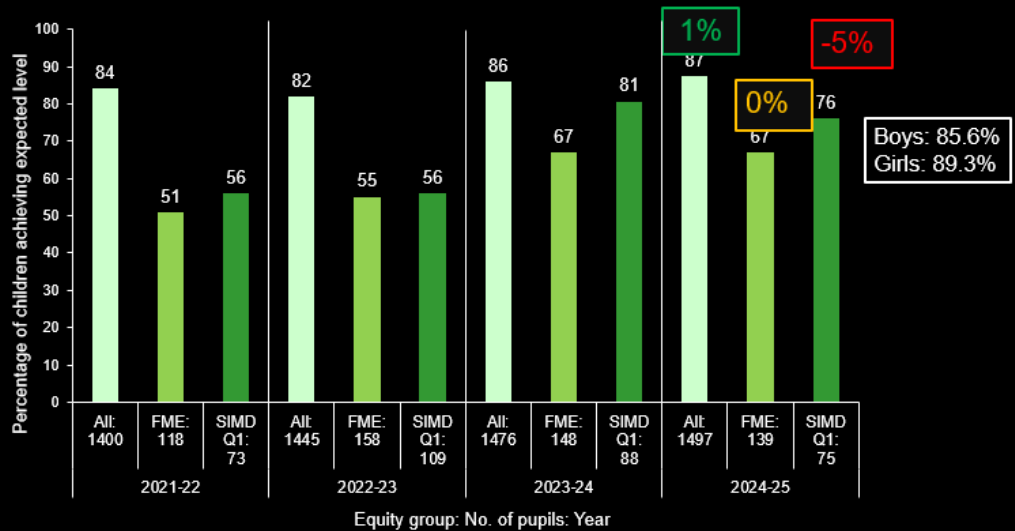




CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level Literacy



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



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