

Business Operations and Partnerships Department

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Date: 12 August 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; and 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, 21 August 2025 at 10.00 am.**

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. SPOTLIGHT ON LEADERSHIP

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

4. SQA VERBAL UPDATE

Verbal update by Director of Education

5. PROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL IMPROVEMENT FRAMEWORK

Report by Director of Education (copy attached, pages 3 – 34)

6. PROGRESS AND IMPACT ON IMPLEMENTATION OF THE STRATEGIC EQUITY FUND PLAN 2022 - 2026

Report by Director of Education (copy attached, pages 35 – 80)

A recording of the Committee meeting will 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 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

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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.

	<p>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.</p> <p>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.</p> <p>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.</p> <p><u>Early Years Outreach Service (EYOS)</u></p> <p>In 2024-25, the EYOS has significantly expanded its support for children in ELCs, demonstrating impact across three key areas:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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>
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	<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.

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.

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.

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.

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.

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.

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.

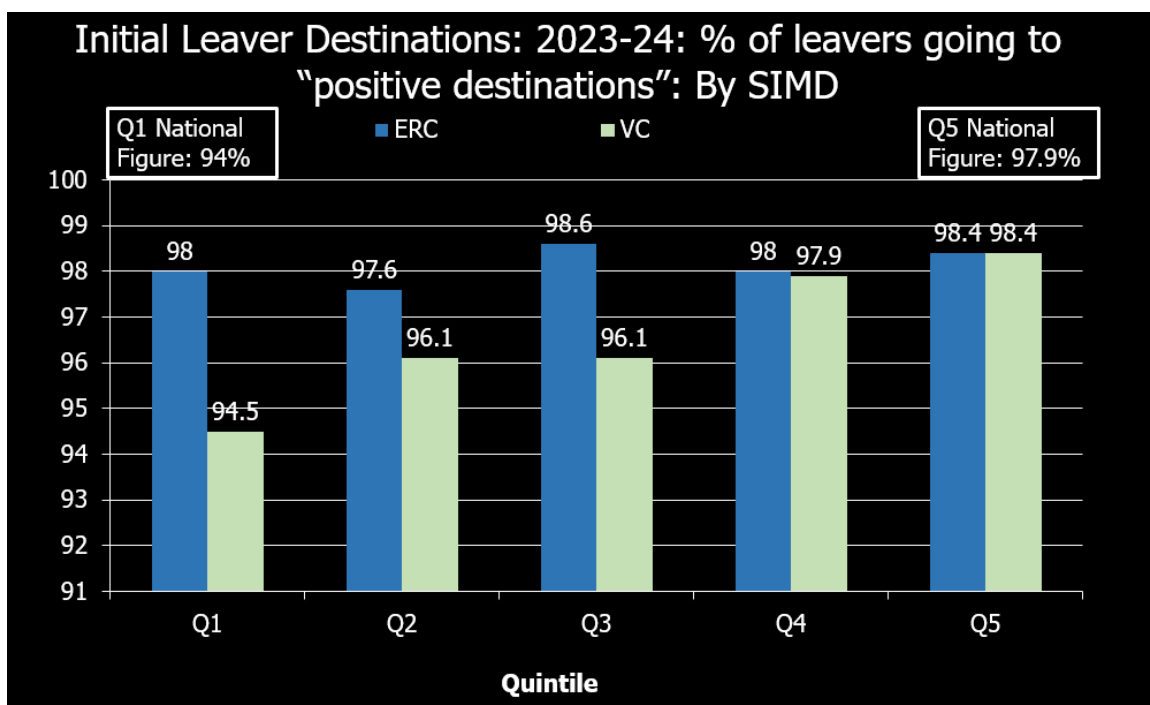
All data is accessible via the Improvement Service online LGBF dashboard tool, which can be accessed [here](#).

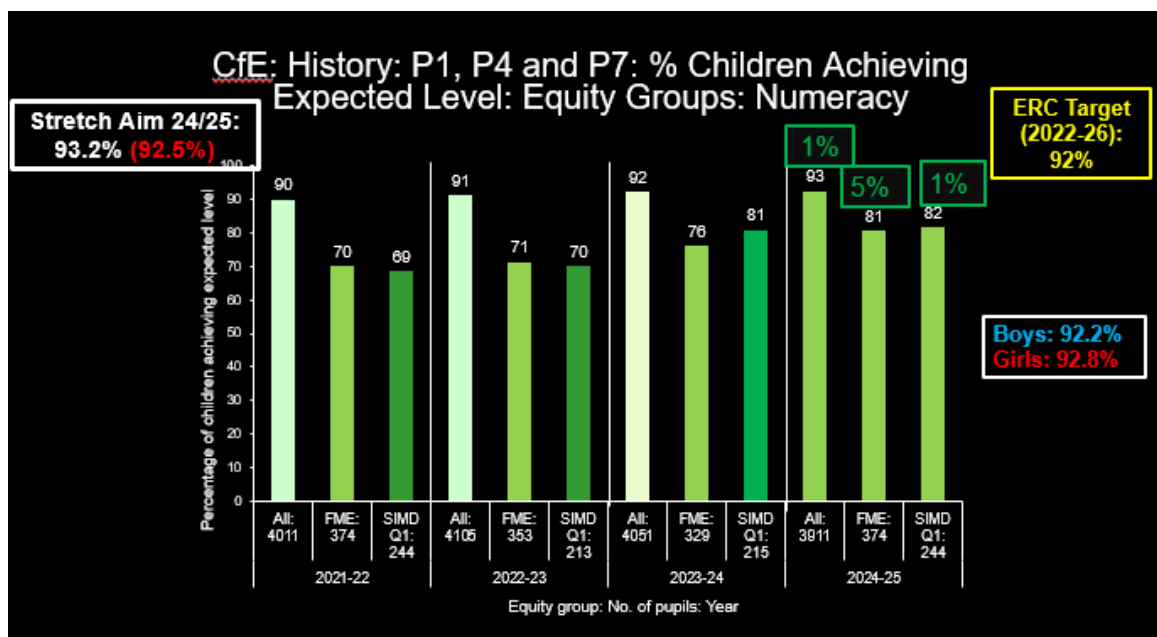
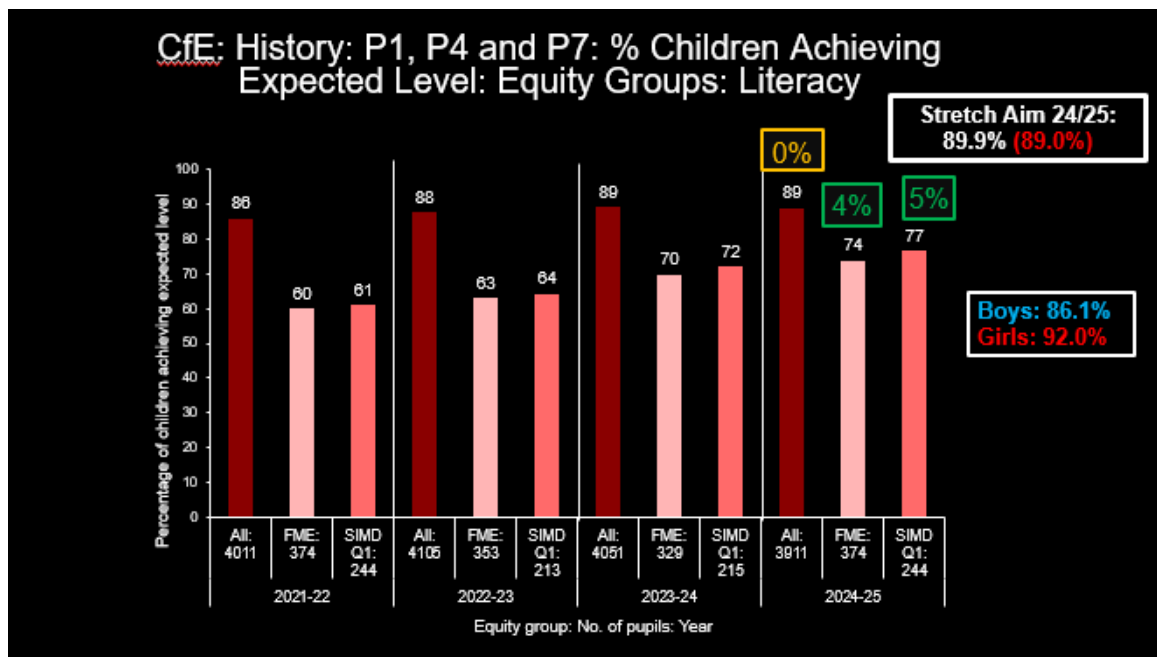
	LGBF Indicator	2022-23 ERC value (unless stated otherwise)	2023-24 ERC value (unless stated otherwise)	Indicator Performance	2023-24 Scottish average value (unless stated otherwise)	Performance against Scottish average value	Overall 2022-23 Rank (unless stated otherwise)	Overall 2023-24 Rank (unless 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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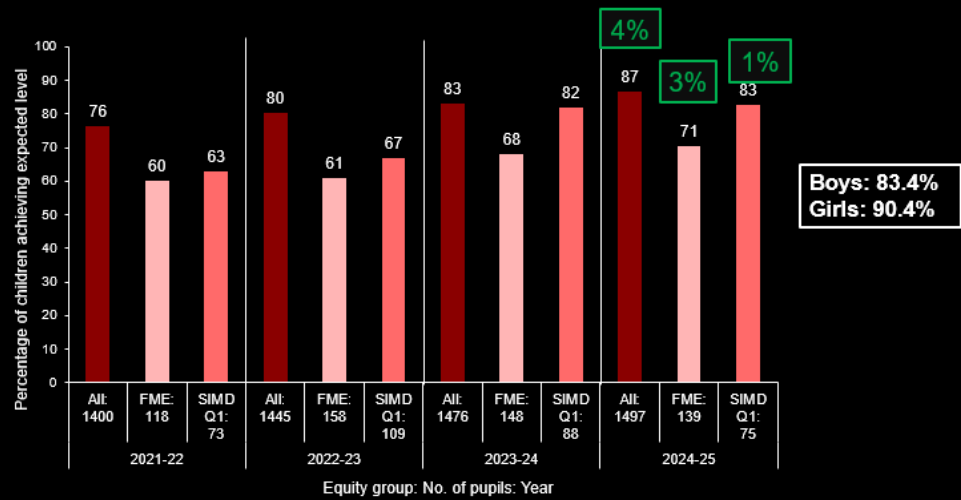
Appendix 1

	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

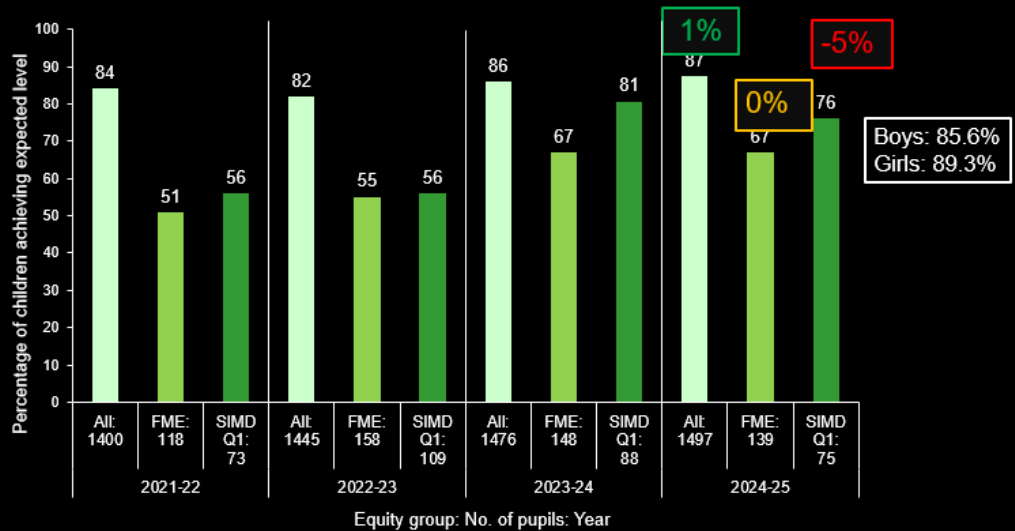




CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level Literacy



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



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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE21 AUGUST 2025Report by Director of EducationPROGRESS AND IMPACT ON IMPLEMENTATION OF THE STRATEGIC EQUITY FUND
PLAN 2022 – 2026**PURPOSE**

1. The purpose of the report is to update Education Committee on how Strategic Equity Funding is improving outcomes for children and young people impacted by poverty in East Renfrewshire and to seek approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2025 – 2026.

RECOMMENDATION

2. Education Committee is asked to:
 - a) comment on the content of the SEF Progress Report; and,
 - b) approve the updated action plan.

BACKGROUND

3. The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders.
4. Education Committee will recall at the August 2022 committee, the department's Strategic Equity Plan, detailing approaches to improving attainment was approved with a request for the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.
5. Local authorities were also asked to set 'Stretch Aims' for the Scottish Attainment Challenge, embedding these within existing local authority plans, with a view to reporting annually to the Scottish Government as part of statutory plans and reports.
6. The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement approaches and very much agreed as part of an interactive and collaborative process. The agreed stretch aims enable strategic council (A Place to Grow), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst seeking to close the poverty related attainment gap.

7. Education Committee will recall that at the November 2022 committee the Stretch Aims were approved, with the Director of Education asked to bring regular reports to committee on the progress and impact of its implementation.
8. The department continually evaluates its progress 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, Care Inspectorate and internal reviews is used to report on progress to identify steps which need to be taken to secure continuous improvement.
9. The department's [Standards and Quality](#) (S & Q) report, National Improvement Framework (NIF) report detail progress and impact on the department's Local Improvement Plan and Scottish Attainment Challenge, including the Strategic Equity Fund and school's Pupil Equity Fund. This report provides additional information.

REPORT

10. The department's SEF Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:
 - Children and Young People's Wellbeing – Readiness to Learn.
 - Literacy and Numeracy.
 - Learning and Teaching – Pedagogy for Equity.
11. In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.
12. The department's ongoing self-evaluation activities have informed the report. This evaluation has helped to outline our next steps which will be fed into the next SEF Action Plan (2025 – 2026).
13. The report included as Appendix 1, highlights the very good progress achieved by the department, its schools and services and is offered as a record of some of the activities which were undertaken during the last school session, and their impact on pupils.
14. The key strengths from the report include:
 - A professional learning programme for middle leaders leading on equity and social justice in primary and secondary schools. 'Everyday Equity' is based on collaboration, practice sharing, input from experienced leaders and engagement with professional reading.
 - Improved attendance across primary and secondary schools.
 - The impact of the Learn Well service on young people's wellbeing, attendance and attainment.
 - Primary 1 attainment is the strongest in the last 5 years, with the poverty related attainment gap reduced.

- The second highest result ever in primary for Reading, Writing, Talking and Listening.
- The highest every numeracy result in primary and S3.
- Increase in staff knowledge, skills and confidence when teaching literacy and numeracy.
- Progress of 'supported' schools.
- The investment and impact of Business Intelligence tools.
- Range and success of 'cost of the school day' supports.

15. The attached updated SEF Plan: Delivering Excellence through Equity (appendix 2) includes the One Year Action Plan for session 2025 – 2026.

FINANCIAL AND EFFICIENCY IMPLICATION

16. East Renfrewshire's allocation of Scottish Attainment Challenge monies for 2022 to 2026 is detailed in table 3 below:

Table 3

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£92,880	£83,592	£75,233	tbc

17. In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.
18. The award for session 2025 – 2026, (£533,512), has allowed the department to plan activities, approaches or resources which were clearly additional to universal improvement plans and allowed careful targeting towards those children and young people most impacted by poverty. SEF expenditure is separated from core department budgets, ensuring spending is not subsumed within the overall department budget and can be easily tracked and monitored.
19. A Participatory Budgeting approach was employed when agreeing the priorities and spend for the Strategic Equity Fund.
20. The funding is short-term, therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

RECOMMENDATION

21. Education Committee is asked to:
- a) comment on the content of the SEF Progress Report; and,
 - b) approve the updated action plan.

Mark Ratter
Director of Education
21 August 2025

Report Author

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Appendix 1: Annual Review of Strategic Equity Fund and Progress and Impact (June 2025)

Appendix 2: Strategic Equity Plan: Delivering Excellence through Equity (Revised August 2025)

ANNUAL REVIEW OF STRATEGIC EQUITY FUND PROGRESS AND IMPACT



JUNE 2025

Introduction

The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders. The SAC Refresh recognised poverty exists in all local authorities, thus allocated Strategic Equity Funds (SEF) to all 32 areas.

The department's Strategic Equity Fund (SEF) Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.

Leadership

The Quality Improvement Team has developed a professional learning programme for middle leaders leading on equity and social justice in primary and secondary schools. 'Everyday Equity' is based on collaboration, practice sharing, input from experienced leaders and engagement with professional reading.

Advancing equity is core business for all East Renfrewshire educators. Everyday Equity was specifically designed to support participants to confidently lead for social justice, through a focus on practical knowledge and skills to promote equity through leadership of the curriculum, learning, teaching and assessment.

The 3 day programme challenged participants to:

- Explore and articulate the core values and beliefs that underpin their practice and connect these to shared vision and values
- Further develop knowledge and understanding of poverty across ERC, its impact on children and young people, and implications for practice
- Discuss approaches to gathering and triangulating a range of data and intelligence to identify equity gaps in own establishments
- Adopt an assets-based approach to improving the inclusiveness of the curriculum, learning, teaching and assessment

- Explore the use of formative assessment and principles of curriculum design to support equity
- Know where to access relevant sources of support to enact high quality curriculum, learning and teaching as a key lever for improving equity
- Explore strategies for adapting learning and teaching to promote equity through classroom practice Identify own next steps in leading for social justice in own school community.

Everyday Equity was highly evaluated with comments indicating that practice will change as a direct result of participation. The officers leading on this high quality professional learning, are currently reviewing feedback and updating content prior to running the training in session 2025 / 2026.

Thank you to everyone who was part of delivering the Everyday Equity Programme. The sessions were incredibly relevant, insightful and engaging, and I truly enjoyed exploring key strategies for advancing social justice and equity in education, while building networks with colleagues across the authority.

I thoroughly enjoyed engaging with the programme and look forward to using what I have learned when leading learning and curricular change within my school. I would like to thank all those who organised and contributed.

Everyday Equity

This equality and equity course was both eye-opening and empowering. The facilitators created a safe, inclusive space and delivered the content with clarity, compassion and depth. Their dedication left a lasting impact, equipping us with the tools to foster real, meaningful change in our establishments.

The three-day course proved to be an exceptionally impactful and relevant professional development experience, demonstrating a high standard of quality throughout. Each part of the programme was consistently excellent in its delivery and significantly enhancing my professional practice. The pre-reading materials provided were particularly noteworthy, offering insightful preparation that facilitated meaningful engagement in professional discussions with colleagues from across the authority and different sectors. The session on pedagogy for equity was very impactful and has influenced my daily practice since. The session delivered by Siobhan as the Keynote speaker stood out for its profound impact, combining a compelling presentation with transformative content.

Exploring positionality and the impact lack of equity can have on a child. The work on virtual backpacks opened my eyes further to what a child can face/experience before stepping into a school.

Children and Young People's Wellbeing – Readiness to Learn

Regular school attendance is crucial, if children and young people are at school they can have consistent access to teaching, resources and a structured environment that supports their learning and wellbeing needs. This session officers have developed an Improving Attendance Framework and Action Plan which outlines practical but effective ways to encourage and improve school attendance. The reasons some children and young people don't attend school vary, a few may require specific support, others requiring a change to the curriculum, or support with behaviours around school attendance. The action plan focuses on the latter, detailing improvements to systems as well as offering supports to children, young people and families. A comprehensive professional learning offer has been created in collaboration with the West Partnership and Education Scotland.

A curriculum seminar for Principal Teachers of Curriculum in secondary schools took place in May 2025. On the programme was a focus on Inclusive Curriculums, ensuring that the curriculum on offer is meeting the needs of all pupils. This seminar followed a session by Head Teachers in February where the 7 cluster of schools (secondary school with associated Early Learning and Childcare (ELC) settings and primaries) looked at how we can get the curriculum right from aged 3 to 18. Almost all our schools review their curriculum on an ongoing basis and are in a strength based position for any national curricular developments. Close working with 3rd sector partners is opening up learning opportunities providing breadth of experience for some of our more vulnerable learners. Community Learning and Development officers also effectively contribute to the curriculum offer in a few of our primary and secondary schools.

School attendance in both primary and secondary education has seen a marked improvement. Primary school attendance has reached its highest level since 2020, with the poverty related gap (4%) at its lowest in five years. This encouraging trend reflects the success of targeted initiatives by both the department and its schools to support families and ensure consistent access to education. Secondary school attendance has hit its lowest gap in 3 years (5.8%). This signals a strong commitment from young people, their families and schools alike. These improvements are a testament to the resilience of the education system and the collective efforts to prioritise having children and young people at school. Appendix C of this report provides further detail.

The Learn Well Service was established in September 2022, with the prime focus of engaging children and young people requiring specific support to attend school.



By combining resources from different funding streams, including the Strategic Equity Fund, Care Experienced Children and Young People's Fund and the Whole Family Wellbeing Fund (WFWF), the Education Department could resource the Learn Well Service.

The Learn Well Service works under the direction of our Educational Psychology Service to support young people (S1-S4) with their learning and wellbeing during periods of significant, long-term Emotionally Based School Absence (EBSA). These young people have a wide range of additional support needs, most commonly relating to autism, mental health challenges, and or trauma.

Our Learn Well Service comprises a Teacher, Pupil Support Assistant, 1.2fte Family Support Workers and 1.5fte Project Workers from Children 1st. Young people who meet one of two referral criteria can access support from the Learn Well Service:

- **The Promise Pathway:** where the young person is care experienced or on the edges of care, and their attendance is below 80%, a key person from Education or Social Work can make a referral. This support is provided using the *Care Experienced Children and Young People's Fund*.
- **Staged Intervention Pathway:** where the young person's attendance is critically low (<10%), and schools have taken a robust staged approach to assessment and intervention to support the young person back to school and these have proven to be unsuccessful, a key person from education can make a referral. This support is provided using the *Strategic Equity Fund* and / or the *Whole Family Wellbeing Fund*.

Learn Well staff have received training in key areas relating to Emotionally Based School Absence (EBSA) as well as participating in ongoing Career Long Professional Learning (CLPL) to develop their skills and abilities in key areas such as counselling skills, sleep counselling training, autism, trauma-informed practice, Applied Suicide Intervention Skills Training (ASIST), self-harm, and Child Inclusion Research into Curriculum Learning and Education (CIRCLE) training.

In this academic session 60 young people were offered support from the Learn Well service. These young people were offered support either through the Care Experienced Pathway, the Strategic Equity Pathway, and/or the Whole Family Wellbeing Fund. This is an increase in the number of referrals for support this year, as the service has become more established, with 31 new referrals submitted since the start of the academic year. This is an increase of almost 50% since the service begun operating in September 2022.

All Care Experienced young people across S1-S4 with attendance lower than 70% have either been offered or been considered for support.

The service complements the support offered by schools. To that end, Learn Well practitioners are involved in the process of assessing the needs and outcome required for individuals, placing children and young people's best interests at the heart of decision-making. The service promotes positive, nurturing relationships with young people and within families, encouraging and supporting their engagement in learning, and helping to provide a range of positive experiences that will support their wellbeing. 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; and,
- Development of strong working partnerships through parental/carers engagement and empowerment.

The team is based in a site beside Braidbar Primary school in Giffnock, where they have been operating from since October 2024. Having this space has allowed the service to develop and enhanced the range of the supports offered. The space has provided a consistent, predictable nurturing environment to work flexibly with young people. Young people are able to access resources provided by their school from within the base and be supported to work on more curricular areas both independently and with adult support.

This year a Parent/Carers Support Group has been running to offer support to the families of the young people who attend Learn Well, as well as providing opportunity for the parents/carers to get to know the staff and meet other parents/carers connected to the service, a series of workshops covering a range of topics relating to EBSA, including sleep, autism, the impact of EBSA on the wider family, stigma, graded exposure, sharing individual journeys, routines, and alternative pathways for future learning.

There was a 4% increase in the attendance of Care Experienced young people engaging with the service and a 5.2% increase for those attending for other equity reasons. 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.

Our Learn Well Teacher and Children 1st Project worker supported the delivery of training for school-based practitioners in this area, in partnership with representatives of the Educational Psychology and Healthier Minds Services. In May 2025, 17 practitioners from Primary and Secondary Schools received training in the application of our local EBSA guidance: <https://blogs.glowscotland.org.uk/er/healthierminds/emotionally-based-school-absenteeism/>.

Appendix A of this document, provides further qualitative and quantitative data, along with 2 case studies, highlighting the impact of this support on young people and families.

Literacy and Numeracy

Strategic Equity Fund monies has been assigned to supporting Literacy and Numeracy across all sectors. A team of 4 Principal Teachers (2 of Literacy and 2 of Numeracy) are in place and work alongside school staff implementing the Education Department's 3 tiered approach of 'supported, guided and independent'.

- 'Supported' schools work alongside the Quality Improvement Team (and on occasion Education Scotland Attainment Advisor) to devise a detailed plan for improvement. Intensive support from the Quality Improvement Team and other central staff is in place.
- 'Guided' schools are categorised as having the capacity to improve, with the right level of support and challenge. The Quality Improvement Team would complement ELC settings and schools plans and would have regular contact / visits.
- 'Independent' schools receive a core level of support. The Quality Improvement Team visit termly and on a needs basis.

Another great set of Reading Recovery results for the most recent cohort. I'm delighted with how successful it continues to be in school and we have our strongest set of reading levels in the past 7 years of data, which is testament to all the hard work that you have supported with our school's literacy approaches.

Analysis of qualitative and quantitative data alongside professional discussion with school leaders has taken place to align schools to the 3 tiers accurately. The SEF leads (Quality Improvement Managers) and link quality improvement officers (QIOs) meet in June, November, and March with the headteachers (HTs) of supported schools to review progress, measure impact and plan next steps to ensure the most effective and efficient allocation of resources. A detailed plan for improvement has been put in place for each of the targeted schools.

Appendix B of this document provides detail of the progress of 'supported' (targeted) schools.

In April 2023 and August 2024, the Numeracy and Mathematics and Literacy and English Strategies were approved respectively. The central team continue to implement the agreed actions of the plan and report on progress through the annual National Improvement Framework and Standards and Quality Reports.

An extensive list of Literacy Interventions have been developed and built upon over the past few years, including Reading Recovery, Together Raising Attainment in Literacy (TRAIL), Together Better Readers (TBR), Chatterbox and Reading Partners. All schools are able to access this as part of the 'independent' (universal) offer. Where schools are in the 'guided' category, access will be bespoke and tailored for specific needs.

Reading recovery continues to have a significant impact on attainment for those children receiving this support, with the following pupil improvements in reading noted:

- letter knowledge 63% to 96%;
- concepts of print 37% to 80%;
- hearing and recording of sounds 26% to 93%;
- reading of high frequency words 5% to 94%.

The impact across whole schools is significant, for example, one school reporting:

- 87% of all pupils on track to achieve their Curriculum for Excellence (CfE) level (the highest average in the last 7 years, an increase of 10% on 2024 and 6% beyond the school's 4 year target);
- 76% of learners living in Quintile 1 on track to achieve their level; and
- 82% of learner entitled to a Free School Meal (FSM) on track to achieve their appropriate level.

This session, an intensive focus on early level, culminated in a suite of professional learning sessions for primary 1. These started in June 2024 (prior to the teacher meeting their new class) and continued until October 2024. These sessions were designed to support transition between sectors, ensuring continuity of the curriculum and no 'fresh start'. Teachers were supported and challenged to build upon prior learning, differentiating their lessons from the first day, ensuring the pace and challenge was appropriate to the children in their care. The established Early Years Tracking Tool was used as a starting point, recognising the attainment and achievement of children, and acknowledging the increased time our children have at early learning and childcare settings with the introduction of 1140 hours in 2020.

As a result, curriculum for Excellence teacher judgements for primary 1 attainment this session is the strongest in the last 5 years. With the poverty related attainment gap reduced.

Qualitative data also indicated the impact of this work.

Differentiate learning from the start of the session. We are now looking at our phonics programme and how best to take it forward.

Existing practices have to be questioned and enhanced in order to meet the needs of learners.

We are currently reviewing our phonics programme and approaches to writing so the sessions have empowered us to implement change.

In addition to CLPL training, an extensive online resource is available for all staff. The 'Literacy Locker' is continually updated and refreshed providing a central facility for all practitioners to access relevant literacy information. A new addition is the 'Literacy Lending Library'. Access to quality professional learning and materials is having an impact on staffs' professional learning and development, and ultimately learners' experiences.

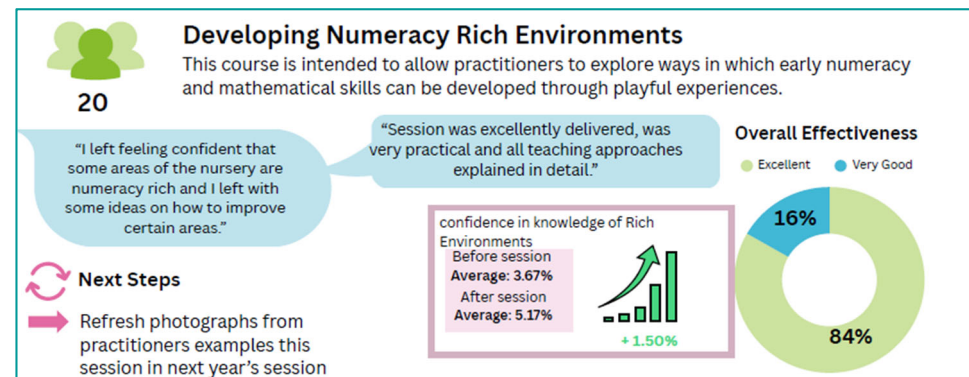


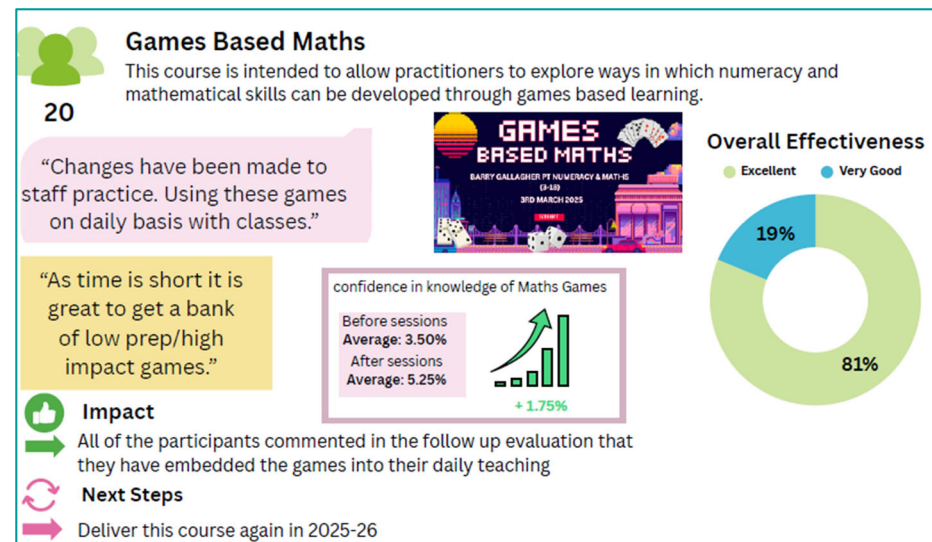
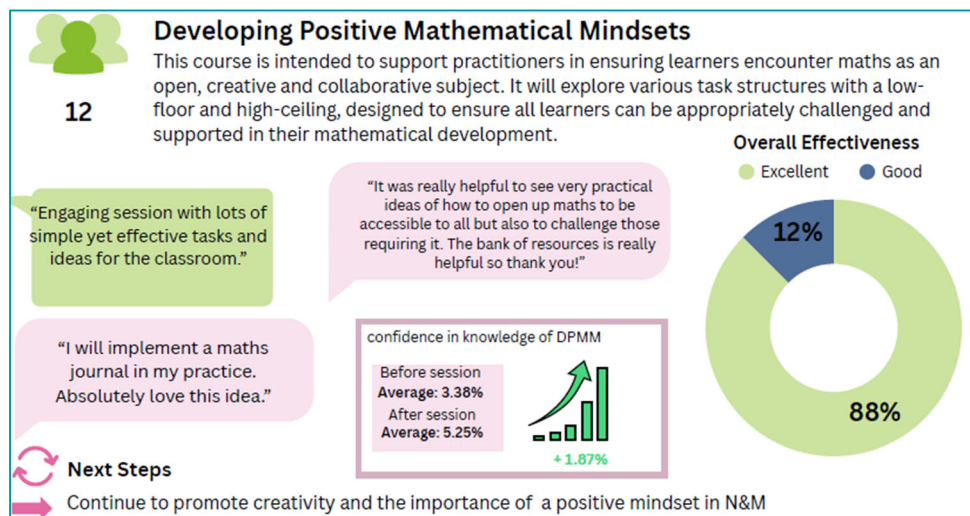
Having this facility is brilliant as it allows us to try out new things as well as continually changing resources for learners.

Highly evaluated CLPL opportunities were provided to support learning in Numeracy and Mathematics. These learning opportunities for staff were available for those working with our youngest and oldest pupils, with sessions aimed at Early Learning and Childcare (ELC) staff to secondary staff. Improving the confidence and capacity of staff to teach this area is key to improving learner outcomes.

The extensive range of CLPL included:

- Developing Numeracy Rich Environments;
- Playful Maths;
- Developing Positive Mathematical Mindsets;
- Number Talks;
- Exploring Maths and Numeracy Practices;
- Bar Modelling;
- Games Based Maths; and
- Higher Applications of Maths





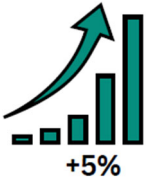
Where schools are in the 'guided' category, access will be bespoke and tailored for specific needs. In addition, any school can request bespoke support to support the implementation of their School Improvement Plan. This session 5 primary schools and 1 secondary school requested such support. All sessions were evaluated and where appropriated the course updated to reflect the latest research and practice in teaching numeracy and mathematics.

I will include these activities in my daily maths lessons.

I now have a much better understanding and this has boosted my confidence.

We have more pupils coming to X high school who would benefit from a more visual approach to aid their understanding of concepts. I am also keen to develop the use of 'concrete, pictorial and abstract' in my department as it has been on my development plan.

A survey of 241 staff across our settings indicated that their enjoyment of teaching numeracy and maths has increased, with 95% agreeing or strongly agreeing, an increase of 5% from the previous year. Similarly, when asked about pupil enjoyment in numeracy and mathematics they reported a 3% increase from last year with 97% agreeing or strongly agreeing.



I use a variety of resources, ICT and active tasks. I research ways of teaching creatively and speak to my colleagues.

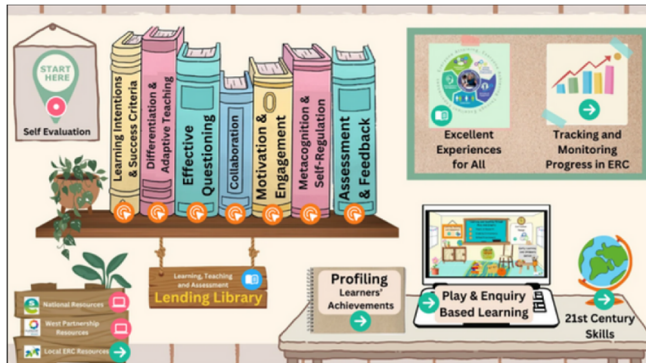
We have created fun Daily Numeracy Learning activities for learners to complete each day. We also have a Daily Maths Challenge to reinforce concepts daily. We use tuff trays and play pedagogy to support maths.

As part of the 'supported' approach, targeted support to 2 schools took place this session. With the aim of raising attainment in numeracy and maths, each school was provided with a bespoke offer including CLPL and team teaching in targeted classes.

Progress of 'supported' (targeted) schools can be found in appendix B.

Learning and Teaching

Learning and teaching experiences are of high quality across all early learning and childcare settings and schools. *The Quality Improvement Team* continue to develop materials to support the *Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire* document. To determine improvement priorities, schools are empowered to develop pedagogical approaches using evidence from their own self-evaluation, and that of internal and external reviews.



The Learning, Teaching and Assessment (LTA) Platform was launched in October 2023. This interactive resource continues to be updated regularly to reflect development work and updates in research around aspects of learning, teaching and assessment. During 2024-25, 3 new areas have been added:

- LTA Lending Library
- Tracking and Monitoring Learners' Progress in ERC
- Profiling Learners' Achievements

LTA Lending Library

The Lending Library was launched in October 2024, with a range of titles across learning, teaching and assessment. This session, the resource has been used in a variety of ways:

- support leadership teams with an aspect of school/cluster improvement plans;
- support practitioners with aspects of personal professional development;
- support with professional inquiry; and
- research source for Improving Pedagogy and Improving Our Classroom programmes.

Tracking and Monitoring Progress in ERC

The Performance and Reporting Group developed a suite of resources to support tracking and monitoring of progress in the BGE. These materials were launched at the Head Teachers' Seminar in November 2024. The resource is accessed from the main LTA Platform, indicating the importance of tracking and monitoring in relation to learning, teaching and assessment. It links the ERC Guidance document, alongside a range of case studies and exemplars. The department recently revised its 'monitoring and tracking progress and achievement framework' which aligns to the learning and teaching strategy. This provides explicit guidance for staff on the assessment framework, how to assess across the curriculum, use of the benchmarks, monitoring and tracking, target setting, effective professional dialogue, and how to use local authority and national data effectively. This supports a consistent approach for all staff and has led to more reliable data. Data conversations are then followed up during quality assurance visits.

Profiling Learners' Achievements

Senior staff from schools and the department were tasked with developing approaches in ERC to support learner profiling. An ERC guidance document was developed to outline the **what**, **why** and **how** of profiling. This is intended to support senior leaders and practitioners be clear about what we mean when talking about profiling and profiles, as well as understanding the pedagogy behind the approach. The how explains the features of a good profile. The case study document supports the guidance by showing a variety of different approaches to profiling used across ERC. This was launched at the Head Teachers' Seminar in March 2025. ERC practitioners can access this via the LTA Platform.

Digital Equity

Digital tools and software are playing an important role in promoting inclusion and equity in our schools by providing personalised learning experiences, breaking down barriers to access, and supporting diverse learning needs. Assistive technologies such as screen readers, speech-to-text software, and adaptive learning platforms are empowering children and young people to participate fully in the classroom. Language translation tools help pupils where English is an Additional Language engage with content and communicate effectively, fostering a more inclusive environment. Crucially, professional learning for staff is evolving alongside these tools, equipping staff with the skills and knowledge to use digital resources effectively and to respond to the varied needs of their learners. This ongoing development is essential in addressing the poverty-related attainment gap, as it ensures that all learners—regardless of socioeconomic background—receive high-quality, targeted support. By combining inclusive technology with well-trained staff, schools are better positioned to create equitable learning environments where every pupil can thrive.

Robust use of Evidence and Data

A data informed culture exists across all schools, with staff making effective use of a range of tools. These tools have been complemented by the introduction of Business Intelligence Tools (Power BI). A significant investment of the SEF monies has been made to introduce the Power Bi business intelligence tool. Power Bi helps our schools analyse and visualise data, transforming it into interactive dashboards and reports. It allows staff to connect to various data sources, clean and shape the data, and then create compelling visualisations like charts and graphs to gain insights. Essentially, it enables our staff to make data-driven decisions by providing a user-friendly way to explore, understand, and share data insights.

The introduction of Power Bi has been transformational for me. To be able to access a range of data at a click of a button is amazing. I am able to look at key groups, for example children living in quintile 1 and compare their performance at my school to those from another. This allows me to reach out and learn from others, making sure we are getting it right for all our learners.

Building upon, and using the well-established Filemaker tools in existence, Power Bi now enables our schools to analyse a range of data including:

- Attendance
- Early Years Attainment
- Curriculum for Excellence Attainment
- Senior Phase Attainment
- Standardised Test Attainment
- Demographic Information

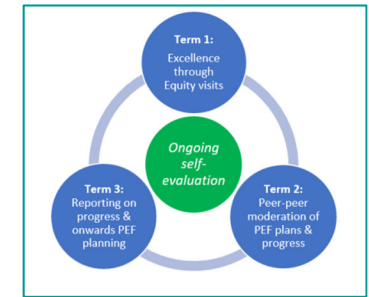


Making data accessible from practitioner to leader level has enhanced the data informed culture in East Renfrewshire and allowed the robust evidence and information to be at the heart of improvement decisions, especially around equity. The dashboard allows staff to compare and contrast information across schools, for key equity groups. It has led to greater professional dialogue between our schools and supporting that culture of collective responsibility for all our learners.

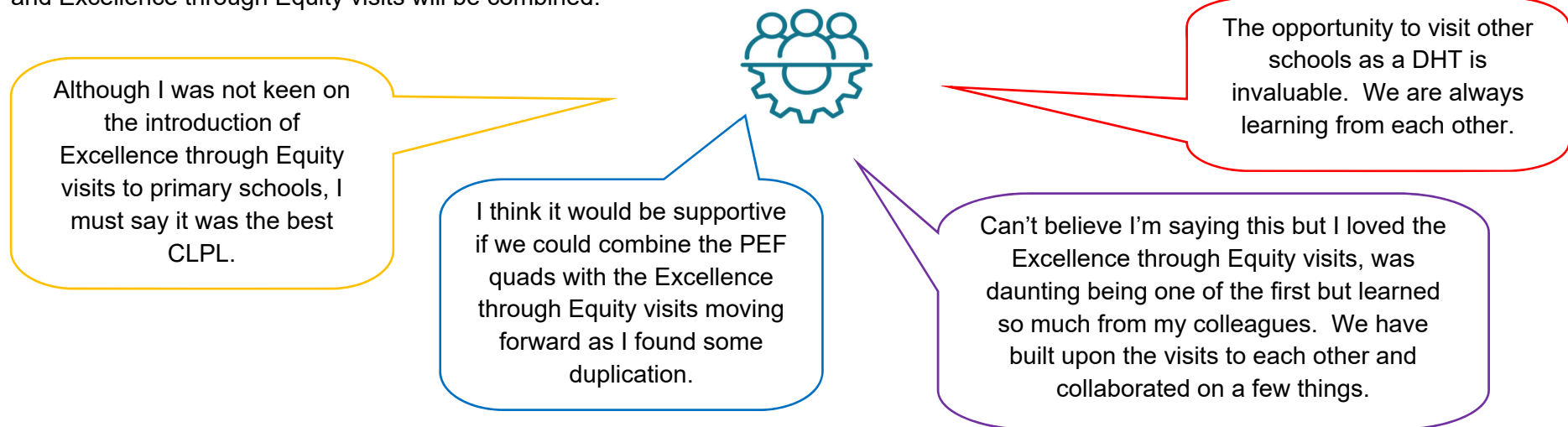
The department has a well-established quality assurance calendar. This ensures all schools and settings are supported and challenged to improve the quality of learning, teaching and assessment and that a rigorous focus on improving equity is maintained. All establishments in East Renfrewshire are visited approximately every 3 years. The quality assurance calendar is continually reviewed and refreshed to ensure a collaborative approach, with the aim of building the capacity within the system to support self-evaluation for self-improvement.

The Quality Improvement Team with the support of Education Scotland's Attainment Advisor work alongside schools to ensure PEF Plans and School Improvement Plans clearly identify interventions and approaches schools are using to address the poverty related attainment gap. School Standards & Quality Reports outline progress with improving outcomes for children and young people impacted by poverty.

The Education Department has a rigorous quality assurance process to support and challenge schools to monitor and evaluate the impact of their approach to PEF. PEF quad meetings take place, providing an opportunity for peer to peer moderation of plans and progress. The Quality Improvement Team facilitate these meetings and evaluations confirm that senior leaders in schools value the opportunity to share successful interventions and learning within and beyond their school. Evaluation of PEF quad feedback (January 2025) shows a high level of collaboration and sharing between schools, including evidence of increasing collaboration amongst different levels of school staff within the quad groupings.



This session PEF quad meetings were complemented by Excellence through Equity visits. These meetings provide an opportunity for senior leaders in schools to present their approaches to equity and the outcomes for pupils. Following feedback from this year's visits, the quad meetings and Excellence through Equity visits will be combined.



The department continually acts on feedback from school staff and leaders, ensuring that we are building capacity and confidence by equipping them with the skills and knowledge to support and challenge each other to raise attainment, especially for those living in poverty. The analysis of data, improved professional judgements, the target setting process and improved learning and teaching are key. Professional learning opportunities are continually being reviewed and developed to support with this.

The department has a robust programme in place to collect views from all stakeholders on a range of topics. This includes annual pupil questionnaires as well as termly Director's Forum meetings with pupil and staff representatives. Learners' views are gathered as a key component of all collaborative improvement visits, thematic review activities and policy development consultations. The results of stakeholder questionnaires are used to inform the priorities in the Local Improvement Plan and are reported through the annual Standards and Quality Report.

90% of parents believe that their child's school treats them fairly and with respect.

ERC Questionnaires, June 2025

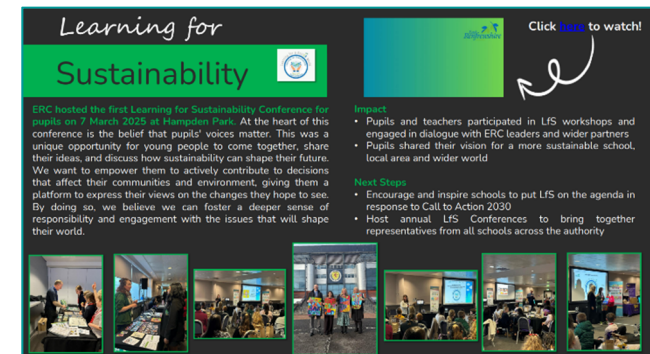
93% pupils believe their school helps them to understand and respect other people.

ERC Questionnaires, June 2025

Tackling Child Poverty / Supporting Families

The Social Justice Framework, which is part of the wider authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, offers practical guidance for practitioners focused on a holistic approach in tackling inequity. To achieve the objectives of the framework, there is a strong focus on learning, teaching and assessment, pupil equity fund resources, curriculum design, relationships with communities, recruitment and professional learning to tackle inequity.

This session saw our first Learning for Sustainability Conference for pupils. In March, pupils from across all our schools met at Hampden Park to discuss how we can make a more equitable and fairer world, starting with East Renfrewshire. The outcome of the conference has led to closer working between the Council's Get to Zero team and our pupils. There are plans to hold another conference this year.



The Council's Business Operations and Partnerships Department has developed in partnership with a National Bank a 'Cost of Living dashboard'. This helps schools to drill down in fine detail to highlight where hidden poverty is and to target support appropriately. This has been rolled out to all schools via professional learning sessions for HTs and Equalities coordinators.

At the PEF quad meetings in January, our schools shared very effective practice in reducing the cost of the school day, including a wide range of universal and targeted initiatives such as:

- vouchers for clothing for residential trip
- house scarves gifted to targeted children
- Laudato Si clothing banks- communion dresses and uniform
- Halloween and Christmas jumper swaps
- regular cost of the school day dialogue and considerations at SMT, PSA meetings, staff meetings
- school trip payments covered
- reducing payment required activities at school discos etc.
- Art Gallery trip for identified children · reaching out to parents to put supports in place for homework access, engagement etc.
- supply teacher brought in to provide more 1:1 revision opportunities to help bridge the equity gap
- instrumental lessons - reaching out to parents to remind them of free lessons
- educational resources sent home to double up as Christmas gifts · competitions paid for / entry fees
- clubs with priority for children who are entitled to support through Pupil Equity Funding
- finding creative ways of gifting resources, providing support etc. to families without them feeling targeted due to their financial circumstances



The Council's Money Advice and Rights Team continue to work in partnership with the Education Department offering financial advice for parents and families in school settings. This approach builds on parents' positive relationships with school and enables them to access support and advice in a discreet, familiar environment. By increasing family income, the service helps to reduce the negative impact of poverty on children's health and wellbeing.

All staff know children and families very well and have a good understanding of the socioeconomic background. They are aware of their personal circumstances and potential barriers to learning. They ensure the cost of the school day is reduced through initiatives such as 'pre-loved' stalls. A breakfast cart is available for children at the start of the school day. Children and families have been involved in participatory budgeting, allocating money for educational trips. This supports all children to be included in the life of the school. Senior leaders assist families to access resources and agencies that can provide the right support.

St Thomas' Education Scotland Inspection Report, January 2025

A culture of ambition and high expectations for all is highly evident across the school. Staff at all levels recognise their responsibility in improving outcomes for every young person. The school systematically and robustly tracks the attainment and achievement of young people facing additional challenges. Through close monitoring, senior and middle leaders identify the barriers facing groups and individuals and plan targeted interventions and supports to ensure they achieve as highly as possible. As a result, young people who face additional challenges attain more highly than those of similar needs and backgrounds nationally.

Williamwood's Education Scotland Inspection Report, April 2025

Everyone Attaining, Everyone Achieving

The headteacher consults with staff and parents on how to use PEF effectively. She uses PEF to provide additional staffing to support successful, targeted interventions in health and wellbeing, literacy and numeracy. Through careful analysis, the headteacher can demonstrate that interventions are helping to accelerate progress towards closing the gaps in learning for identified children.

St Thomas' Education Scotland Inspection Report, January 2025

The headteacher, supported by all staff, is committed to ensuring equity for all learners. The headteacher uses Pupil Equity Funding (PEF) effectively to provide additional staffing and interventions for targeted groups of children in numeracy, literacy and parental partnership. They seek the views of parents to influence and inform the plans for PEF. Senior leaders and staff use data rigorously to review the impact of interventions on outcomes for children. This has led to almost all targeted children making progress towards their individual targets.

St Cadoc's Education Scotland Inspection Report, October 2024

St Joseph's 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.

Education Scotland Inspection Report, March 2025

Stretch Aims

In November 2022, the department set Scottish Attainment Challenge Stretch Aims. To enable a credible set of measures, extensive analysis of performance data, both qualitative and quantitative, in a range of areas was undertaken, leading to the identification of stretch aims. In addition discussions took place with Education Scotland before final targets and aims were agreed. To drive improvements in literacy and numeracy and support health and wellbeing ambitious but achievable stretch aims over the four year period of the SEF plan, were set.

The overall literacy attainment in ERC for 2024–25 stands at 89%, although we have narrowly missed the stretch aim of 89.9%, we have recorded our second highest ever result for reading, writing and talking and listening. Performance continues to remain significantly above the national average of 74% (SG SSR 2024). Notably, there has been a positive shift in equity, with attainment among pupils eligible for Free School Meals (FSM) increasing by approximately 4%, and those residing in SIMD Quintile 1 (Q1) improving by around 4.5%. These gains indicate the highest ever attainment in literacy for pupils living in Quintile 1. This would suggest targeted interventions are having a positive impact, despite the slight decrease in overall attainment.

In terms of equity, ERC has shown notable progress in narrowing the literacy attainment gap between the most and least deprived pupils. The Q1 attainment rate reached 76.6%, exceeding the stretch aim of 76.3%, while Q5 pupils achieved 93.2%, also surpassing their target of 92.2%. However, the Q1–Q5 gap remains at 16.6%, which, although an improvement from 21.1% in 2023–24, still falls short of the gap stretch aim of 15.9%. Despite this, ERC continues to outperform the national Q1–Q5 gap of 20.2%, indicating strong relative performance in closing the poverty related attainment gap.

Numeracy attainment in ERC for 2024–25 reached 92.5%, the highest result to date. Although this was just below the stretch aim of 93.2% it remains well above the national average of 80%. Encouragingly, there has been a 5% increase in attainment for FSM-eligible pupils and a 0.7% rise for those in SIMD Q1, suggesting that equity-focused strategies are yielding results. While the overall target was narrowly missed, the data reflects a strong and consistent performance in numeracy across the authority.

The numeracy attainment gap between Q1 and Q5 pupils in ERC has also narrowed, with Q1 pupils achieving 81.6% (just below the 82% stretch aim) and Q5 pupils reaching 95.1%, exceeding their target of 94.7%. This is our second highest ever result for pupils in SIMD Q1. The resulting gap of 13.5% is an improvement from 14.4% in 2023–24, though it still falls short of the gap stretch aim of 12.7%. Nevertheless, ERC continues to outperform the national Q1–Q5 gap of 17.4%, reflecting a sustained commitment to reducing educational inequity.

Appendix C provides further detail on progress over time.

Conclusion

Prior to SAC Refresh the department's vision and work reflected many of the features of the National Improvement Framework and Getting it Right for Every Child. With our relentless focus on improving outcomes for all East Renfrewshire's children and young people, we saw no need to make a step change in the systems which have served our children and young people so well in the past. Rather, a need to build on our strengths, making changes only where and when it is right to do so, and to ensure we achieve with greater consistency the highest possible educational standards in all our schools and services.

With the funding being short-term it was vital that any improvements focussed on both sustainability and an 'exit strategy' throughout its existence. The strategic decision to base the SEF plan on wellbeing, literacy and numeracy, learning and teaching, along with parental engagement and leadership has enabled us to build the capacity and confidence within the system. We continue to take a universal approach to improving outcomes, with clear intent in raising the bar for all. However the introduction of more targeted approaches to support specific equity groups and schools with larger proportion of children and young people living in poverty has improved outcomes. The impact of our approach is evident in this report and will continue to be as we incrementally improve attainment, mitigate against poverty and other equity barriers and raise attainment and achievement through excellent experiences. To support and challenge us to do so, we will continue to set targets and report on the Stretch Aims as per Scottish Government guidance.

Local authority staff scrutinise data and information from schools robustly to direct targeted support. They use a range of evidence to provide interventions to support all aspects of school performance. For example, CIVs and learning walks provide local authority officers with information about the quality of learning and teaching. If required, and in collaboration with headteachers, support is then provided to address issues identified. Local authority officers use attainment and other data very well to provide targeted support in specific areas of the curriculum such as literacy or numeracy.

National Thematic Inspection of East Renfrewshire, Education
Scotland, March 2025

Addition to universal support and quality assurance approaches that are provided for all schools, local authority officers identify and categorise schools requiring additional interventions. The categories of "supported," "guided" and "independent" are used by local authority officers. These categories indicate the level of support and interventions required by individual schools. This approach allows local authority officers to monitor and track the progress schools make as a result of support and interventions. For example, a school requiring a significant level of support will be categorised as "supported." Headteachers are aware that schools are being supported and are positive about receiving support....

National Thematic Inspection of East Renfrewshire, Education Scotland,
March 2025

Next Steps

Reducing the disparity in educational outcomes between pupils living in poverty with their peers is a complex and persistent challenge. As we enter the final year of the additional funding we will build upon the powerful framework 'A Place to Grow', to continue to address the educational inequality for our children and young people. Evaluative evidence gathered, measuring the impact of the previous year of activity was used to determine priorities and approaches.

Learn Well Service 2024-2025

Academic Achievements

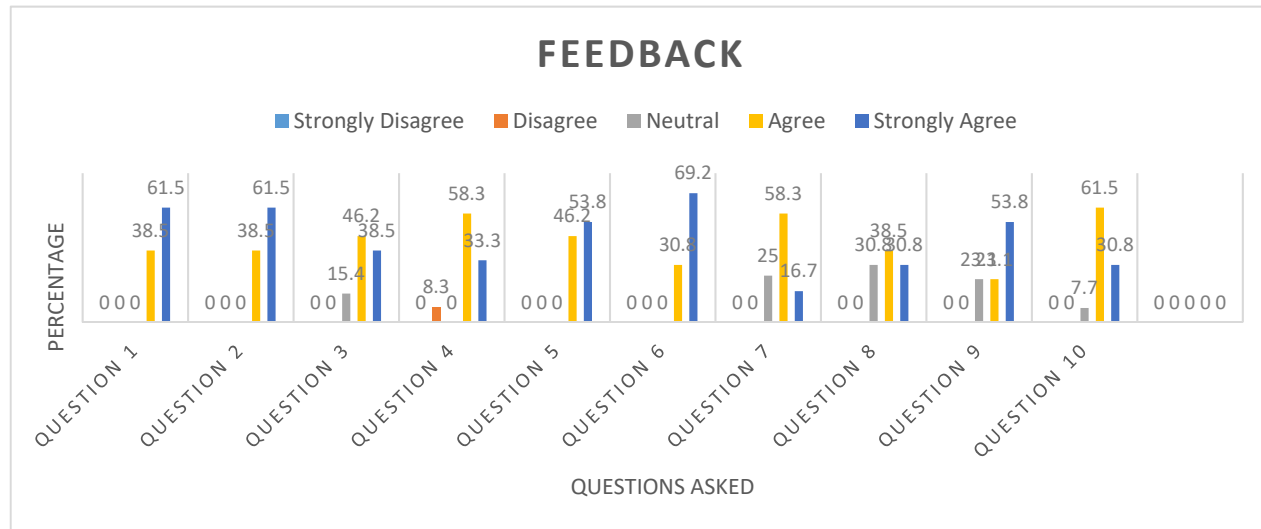
Many of the young people who attended group learning sessions at the Learn Well base achieved academic qualifications. The qualifications awarded this academic year were:

- 2 young people achieved National 5 Literacy;
- 3 young people achieved National 4 English;
- 2 young people achieved National 4 Maths; and,
- 2 young people achieved National 4 History.

Young Person and Parent / Carer Evaluation

We have sought evaluative feedback from young people and parents throughout the year using informal and formal means. This year we have received 13 formal evaluation responses from young people, 1 from S1, 3 from S2, 4 from S3, 4 from S4, and 1 from S5.

Feedback from Young People



Question 1 - I have enjoyed working with Learn Well this year

Question 2 - I have good relationships with the adults at Learn Well

Question 3 - I feel good about myself when I am at Learn Well

Question 4 - I take part and try my best in learning activities

Question 5 - I understand why I attend Learn Well

Question 6 - I feel safe and respected at Learn Well

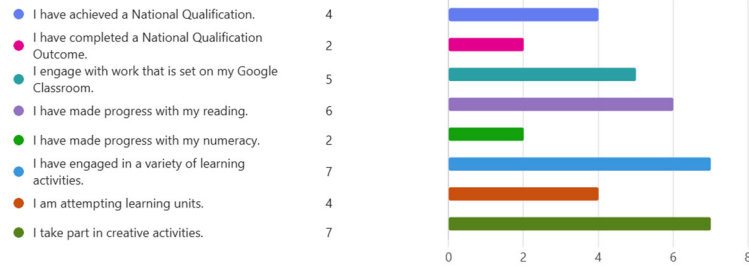
Question 7 - I believe that Learn Well will help me to achieve my future goals

Question 8 - Learn Well work closely with my school to best support me with my learning and wellbeing

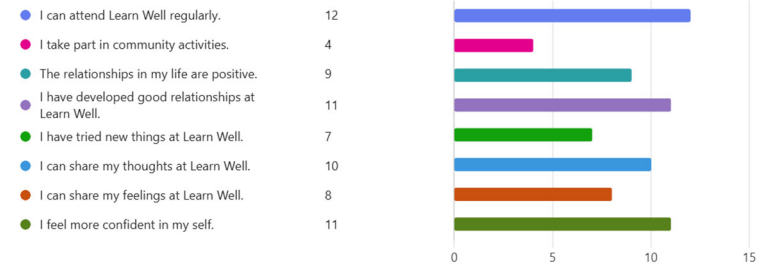
Question 9 - I am in a better place with my learning than I was before I started working with Learn Well

Attainment and Achievement Progress

6. What are the areas you recognise that you have made progress in your attainment at Learn Well?



7. What are the areas you recognise that you have made progress in your achievements at Learn Well?



Overall, 100% of young people strongly agreed or agreed that they have enjoyed working with Learn Well this year.

Feedback from Parents and Carers

Parents and Carers were asked about the areas of highest priority for Learn Well engaging with their children.

Highest Priority	First Choice	Second Choice	Third Choice	Forth Choice
1.Improving Wellbeing	77%	8%	8%	8%
2. Learning (Educational Attainment & Achievement)	15%	31%	38%	15%
3. Opportunities for Social Engagement		46%	23%	31%
4. Developing Life Skills	8%	15%	31%	46%

In comparison to previous year's data, although the order of priorities for parents and carers did not change between years, there was some variance in the percentage figures. In 23-24 almost all parents chose improving wellbeing as their first choice compared to most parents/carers choosing it as their first choice this year. Last year few respondents chose Learning as their first choice last year, compared to less than half choosing it as their first choice this year. Also, in 23-24 less than half of parent/carers chose developing life skills as their first choice which has decreased to few choosing it as their first choice this year.

100% of parents / carers responded that their young person had benefitted from engaging with Learn Well over this session.

What they said:

Absolutely. I have seen her confidence grow in learning, the belief she has in herself in overcoming hurdles whether in learning and in day to day life. Her ability to communicate her concerns with no worry or judgement.

I have seen X gain confidence in himself. It has helped him to go out of the house, connect with people and a bit more routine.

Yes, it's been so great to see X engaging with the world again, meeting new people, finding an environment where she can learn and improve her well-being. So pleased that she's managed to get her N4 English too and it hasn't felt like a big struggle or drama.

92% of parents / carers responded that there had been a benefit to the whole family.

What they said:

Yes it's been a worrying time with X so isolated so we all feel really pleased that's she's engaged so well with this service. It's enabled me to take on more hours at work too.

Yes. Less meltdowns and it's a joy seeing him so happy and excited to attend learn well and build relationships outside of the home.

I would say yes in that X is more confident in leaving the house now, he knows learn well listen to him and not dismiss his feelings. X has also engaged well with the educational psychologist & Y from the enable charity, I think he is starting to trust people in education and the community now also, knowing that I'll continue to advocate for him 100% in everything as always.

Additional Parent / Carer Reflections:

When asked: "What do you feel has worked well since engaging with the Learn Well service?" Our parents and carers told us:

I want to express my hugest of gratitude for all the help and support X has received. As I have said X is brighter, more resilient and her confidence has grown. I believe the service is invaluable and can't speak highly enough of with it offers.

Learn well has saved my son from rotting at home in his room. He can now hold a full conversation with other adults other than my husband and myself which is a huge step forward for him.

Our child is attending an educational establishment which he definitely would not have been without Learn Well. He has some bad days and still gets nervous sometimes but this has definitely decreased as time has gone on. The environment is great and staff are very good at finding ways to identify different strategies to support him.

Parent / Carer Views on How We Can Continue to Improve:

When asked, 62% of parents / carers reported they would like more opportunities to engage with other families of young people who struggle to attend school. This is an increase from 38% in the previous year's data.

Overall, 100% of parents and carers agreed or strongly agreed that the service provided by Learn Well has been effective.

Two young people granted us permission to share more about their stories anonymously, to give others a greater understanding of the challenges they have been facing and how they have been supported to overcome these:

Case Study: Meet Chloe

- Chloe has not attended secondary school for over two years.
- Chloe struggles academically, but is conscientious and motivated to learn.
- The social and physical demands of the school environment proved overwhelming for Chloe, who withdrew from engagement on any level in spite of the school's best efforts to find ways of supporting her.
- Chloe became more socially isolated and her mental health continued to decline. On assessment from Educational Psychology, Chloe presented as withdrawn, low mood, and suffering with poor sleep habits, partly as a result of lacking routine and structure
- The Learn Well Service began to engage with Chloe on a one-to-one basis, with a one-hour session per week. During this time, we worked to build a trusting and supportive relationship with her, while listening to, and validating her anxieties around school and her education.
- Chloe also began engaging in the National 4 English curriculum and working towards achieving identified N4 outcomes.
- As Chloe continued to engage and progress, it was decided that learning should gradually move out-with her home in order to facilitate a more productive learning environment, increased social opportunities and to gradually develop her resilience.

Learning and Wellbeing Achievements After Support from Learn Well

- Chloe now attends 2 x weekly sessions out with her home, and has started to volunteer for a local charity when she has finished one of her Learn Well sessions
- She works alongside a small group of other learners all focussing on working towards N4 and N5 qualifications . Chloe has managed to achieve all of the N4 English outcomes, N4 Maths, N4 History, and the N5 literacy award.
- Chloe has made a friend within the group and they have exchanged numbers – agreeing to support each other to take part in more activities.
- When engaging with Learn Well staff, Chloe presents as a confident girl who is able to express herself and her future ambitions. She is able to sustain light-hearted conversation and share her own experiences.
- Chloe has expressed that she feels valued and assured that others are invested in her progress educationally, along with her personal development.
- Chloe is included, supported and achieving well.

Case Study: Meet Ben

- Ben has not attended secondary school for over three years
- Ben has an ASD diagnosis and struggles with most activities that have an element of demand (social, educational, self-care etc.)
- Ben has a severe skin condition and health issues associated with very limited nutritional intake
- Ben struggles with school-related anxiety and general socially-induced anxiety
- Ben experienced a significant family trauma, which changed the dynamics of his family permanently
- Ben spends most days isolated, in his bedroom, engaging with online content or television programmes

Learning and Wellbeing Achievements After Support from Learn Well

- Following referral to the Learn Well service, Ben began working on a one to one basis with the Learn Well teacher. Visits happened within the family home, as Ben was too anxious to meet anywhere else
- The Learn Well teacher worked towards building a trusting relationship and our sessions were an opportunity for Ben to engage in personal connection, conversation, and wellbeing support
- Once Ben's special interest had been shared with staff, the LW PSA was able to utilise this knowledge to engage with Ben, and engage in several linked activities focussing on various CFE literacy outcomes
- Due to consistency of relationships and support, Ben was able to access the new LW hub at Braidbar House from its opening week, quickly describing it to his parent as one of his 'safe places'
- Ben is now a consistent attender and is able to spend in excess of one hour working with the LW team
- Recently, with the support of his parents, and link school, Ben has communicated a desire to engage with the N3 literacy course
- Ben still has dips in his attendance, relating to his mental health challenges, but he has managed to recover from each episode and return to Learn Well
- LW and Ben's link school have held meetings (with Ben's parents present) with other East Renfrewshire services, to help start thinking about, and planning for, Ben's opportunities post school

ERC LITERACY



Strategic Equity Fund (SEF)

East Renfrewshire
Council
our values
A PLACE TO GROW

School C

Aims

- Build capacity and increase teacher confidence in the use of a Guided Reading approach
- Raise attainment in reading and writing in P2

Impact

Guided Reading (GR)

The refresher CLPL was key to raising practitioner confidence in the approach from 3.86 to 5.43 (out of 6).

*Doing GR means I can facilitate smaller group intensive sessions which results in **raised engagement** and progress in reading skills.*

Use introductions in reading books, model how phrases should sound and move away from round robin approaches to listening to reading.

Method

- Refresh of Guided Reading CLPL with P3-P7 practitioners
- Deliver two sessions to all PSAs on how to support learners with reading and writing
- Train all SfL and PT in TRAIL intervention
- Build capacity in P2 practitioners in reading and writing pedagogy to raise attainment:
 - * Modelled lessons by Literacy Team
 - * Storytelling Approaches to develop oral language and writing in targeted children
 - * Drawing Club to support targeted children in developing emergent writing
- Assess all children in Primary 2 throughout the year to determine reading levels
- Assess targeted children's writing samples against Guided Writing criteria
- After limited progress in December, an audit of literacy provision in Primary 2 was carried out and the Literacy Team, SLT and P2 practitioners created an action plan and new literacy provision to raise attainment in reading and writing
- Train P2 - P4 practitioners in the Storytelling Approaches
- Use PT Literacy to support two identified children in P2 needing intensive support with literacy by providing Reading Recovery (RR)

PSAs

100% of the PSAs felt the sessions were relevant to their role and strongly agreed that what they learned will have a **positive** impact on learners they work with.



TRAIL

- 1 book band level
 - 6 months on word reading age
 - 14 words known in writing
- Average increase of ...
- *Sample data from 11 learners*

P2



All learners are now able to access text. In December, only 21% were reading beyond emergent levels (Yellow and above) and by May this had increased to 53%. Although clear gains have been made, expected reading levels by the end of P2 would be an Orange band and only 16% are reading at or above this level.

Strategic Equity Fund (SEF)

our values

A PLACE TO GROW

School T

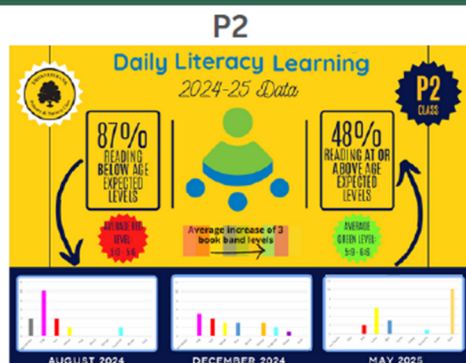
Aims

- Build capacity and increase teacher confidence in the use of Daily Literacy Learning (DLL) and Guided Reading approaches
- Raise attainment in reading in P2 and P3
- Raise attainment in combined literacy in P4

Method

- Train four staff members in delivering the TRaIL intervention for learners and gather initial and final data to track progress
- Use PT Literacy to support two identified children in P2 needing intensive support with literacy by providing Reading Recovery (RR)
- Provide modelled lessons/team teaching and support visits to practitioners in their implementation of a DLL approach in Primary 2
- Provide modelled lessons/team teaching and support visits to practitioners in their implementation of a hybrid DLL/Guided Reading approach in Primary 3
- Assess small group of P4 learners to help identify any difficulties and support teacher to plan for targeted support

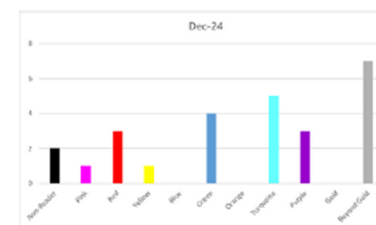
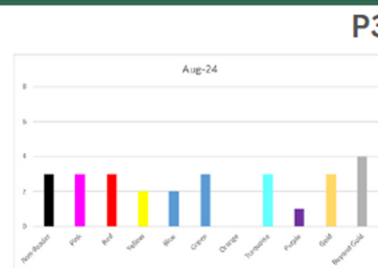
Impact



After the teacher was confident with delivering DLL, she was then able to adapt the approach so that it worked alongside a play based approach in her classroom.

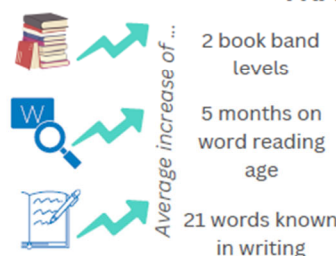
Building Capacity

The school has built staff capacity by enabling teachers to observe modelled lessons, providing practical examples of effective classroom strategies. Both teaching staff and senior management have attended targeted intervention training, ensuring a consistent, whole-school approach to supporting learners. Furthermore, the school has actively encouraged all staff to engage with universal CLPL offers, fostering a culture of continuous professional development at every level.



Before the DLL/Guided Reading hybrid model was introduced, 63% of learners were reading below age-expected levels. By December 2024, 56% of learners were reading at or above age-expected levels.

TRaIL



Parent of child receiving TRaIL...

I just wanted to thank you for all the amazing work you're doing with [child's name] now.

Not only is she making tremendous progress with her reading, but her enthusiasm and increased confidence has been amazing to see - and that's down to the work you're doing with her and the bond you've formed with her.

We've always known she's a bright girl with so many wonderful qualities, but for some reason the reading never clicked for her - so it's been so great to see the progress she's making.

Thanks so much for that.

*Sample data from 25 learners

Strategic Equity Fund Workstream

As part of the SEF Workstream, the PT (Numeracy & Mathematics) has offered targeted support to two schools this session [redacted]. Each school was given bespoke support with the aim of raising attainment and building capacity to improve experiences in Numeracy and Maths.

Primary School 4 Collegiate Sessions Weekly support September 2024 - June 2025

August 2024 - June 2025 12 practitioners 3 members of SLT 2 classes

During collaborative planning meetings with the Senior Leadership Team, it was agreed there should be a focus on interventions to close gaps in numeracy and maths.

- ★ **August - September 2024** - PT (N&M) and SLT - collaborative planning meetings to map out and agree on inputs on SEAL & Maths Recovery.
- ★ **September 2024** - PT (N&M) and SLT - identified and agreed upon team teaching approach (P4 & P5 classes) to build capacity in staff as well as raise attainment / increase engagement of targeted learners.
- ★ **September 2024 - April 2025** - PT (N&M) delivered weekly inputs on Concrete - Pictorial- Abstract approach to P4 and P5 classes.

- Method**
- PT (N&M) worked with support teacher on assessment
 - PT (N&M) delivered weekly inputs with CPA focus
 - Dialogue on areas of N&M to cover with practitioners
 - Practitioners carried out similar approach for the rest of the week
 - Regular check-ins with SLT / practitioners to review impact
 - Drop-ins with all members of staff to offer advice and guidance on N&M

- ★ **April - June 2025** - P4 and P5 practitioners lead lessons with PT (N&M) supporting.
- ★ **May - June 2025** - PT (N&M) delivered session on Task Design to staff looking at low floor high ceiling activities and how to go beyond the text book approach. Reviewed planning documents with HT and considered the format of a high quality maths and numeracy lesson.

Impact

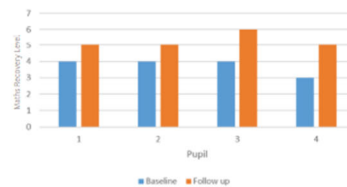
- Both practitioners commented positively on the impact of the support given this session.
- 3 P4 pupils now on track (previously off track)
- All of the P4 children made progress in the Maths Recovery assessments carried out by both PT (N&M) and support teacher.
- Assessments also rolled out across the school with improvements made in all stages.

Next Steps

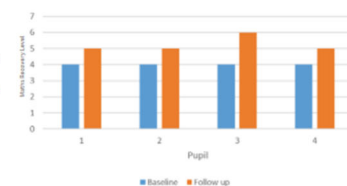
- Work closely with SLT to further develop the planning formats and fully embed them in [redacted] across all stages.
- Strategic overview approach aligned with school improvement priorities

Practitioner knowledge of CPA approach
Average increase of 3 points from 4 to 5 (6 being very confident)

Forward Number Word Sequence



Backward Number Word Sequence



Strategic Equity Fund Workstream

Primary School 1 Collegiate Session Weekly support September 2024 - June 2025

August 2024 - June 2025 13 practitioners 2 members of SLT 5 classes

During collaborative planning meetings with the Senior Leadership Team, it was agreed there should be a focus on supporting the numeracy support teacher to establish target learners through SEAL, Maths Recovery and Number Talks assessments. PT (N&M) would also work alongside both P2 classes as well as P5.

- ★ **August - September 2024** - PT (N&M) and SLT - collaborative planning meetings to discuss targeted stages and other areas of support.
- ★ **September 2024** - PT (N&M) assisted in carrying out assessments with L.Wujec (support teacher) to identify target groups.
- ★ **September 2024 - April 2025** - PT (N&M) delivered weekly inputs on Concrete - Pictorial- Abstract approach to P2a, P2b and P5 classes as well as working with targeted learners from each of the three classes.

Method

- PT (N&M) planned with practitioners
- PT (N&M) delivered weekly inputs with CPA focus
- Worked with targeted children reinforcing concepts / flipped learning model
- Practitioners carried out similar approach for the rest of the week
- Regular check-ins with SLT / practitioners to review impact

- ★ **February 2025** - PT delivered Number Talks CPD for all staff

My knowledge of Number Talks has increased



- ★ **April - June 2025** - PT (N&M) delivered lessons for P4 and P6, as well as working with target learners from both classes.

Impact

- Increased levels of pupil engagement in all stages
- Practitioner confidence levels in CPA approaches increased
- 100% of targeted P5 learners now on track
- 57% of targeted P4 learners now on track
- 50% of targeted P6 learners now on track
- 30% of targeted P2 learners now on track

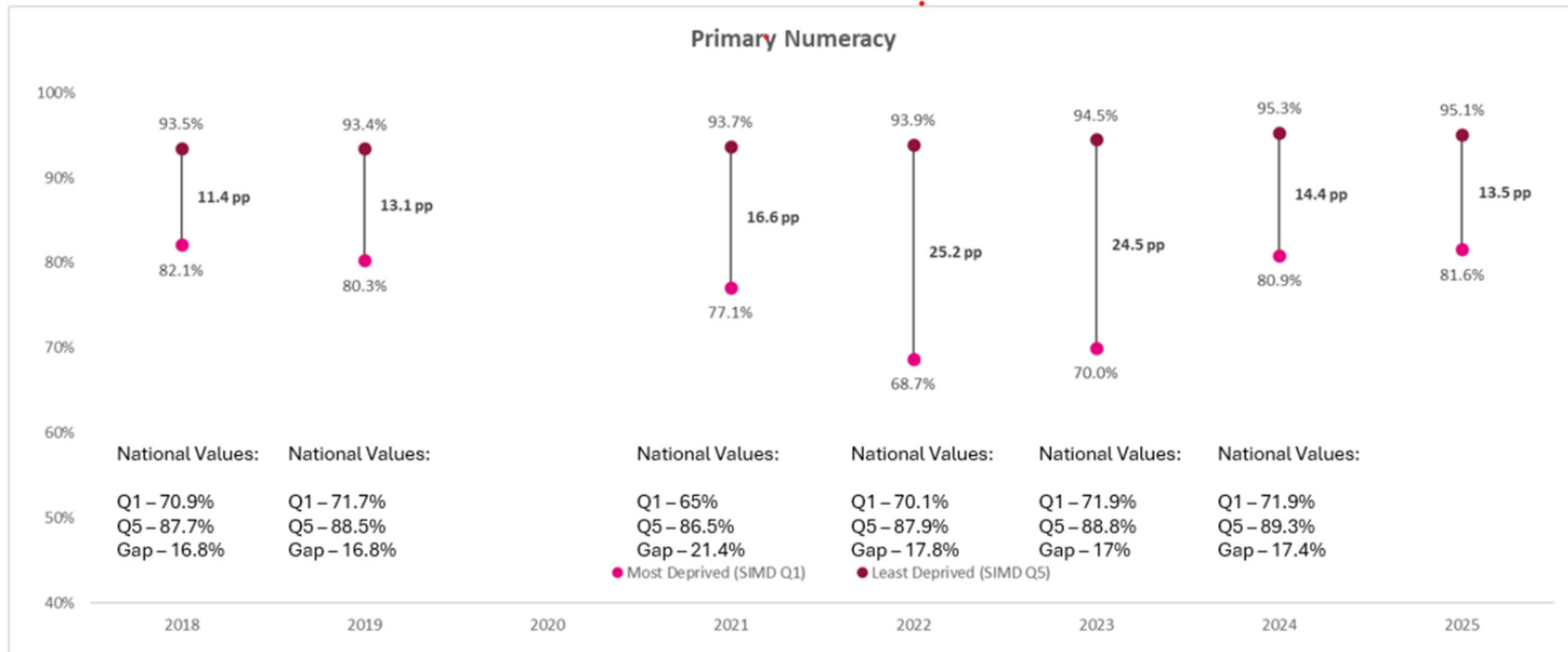
Practitioner knowledge of CPA approach

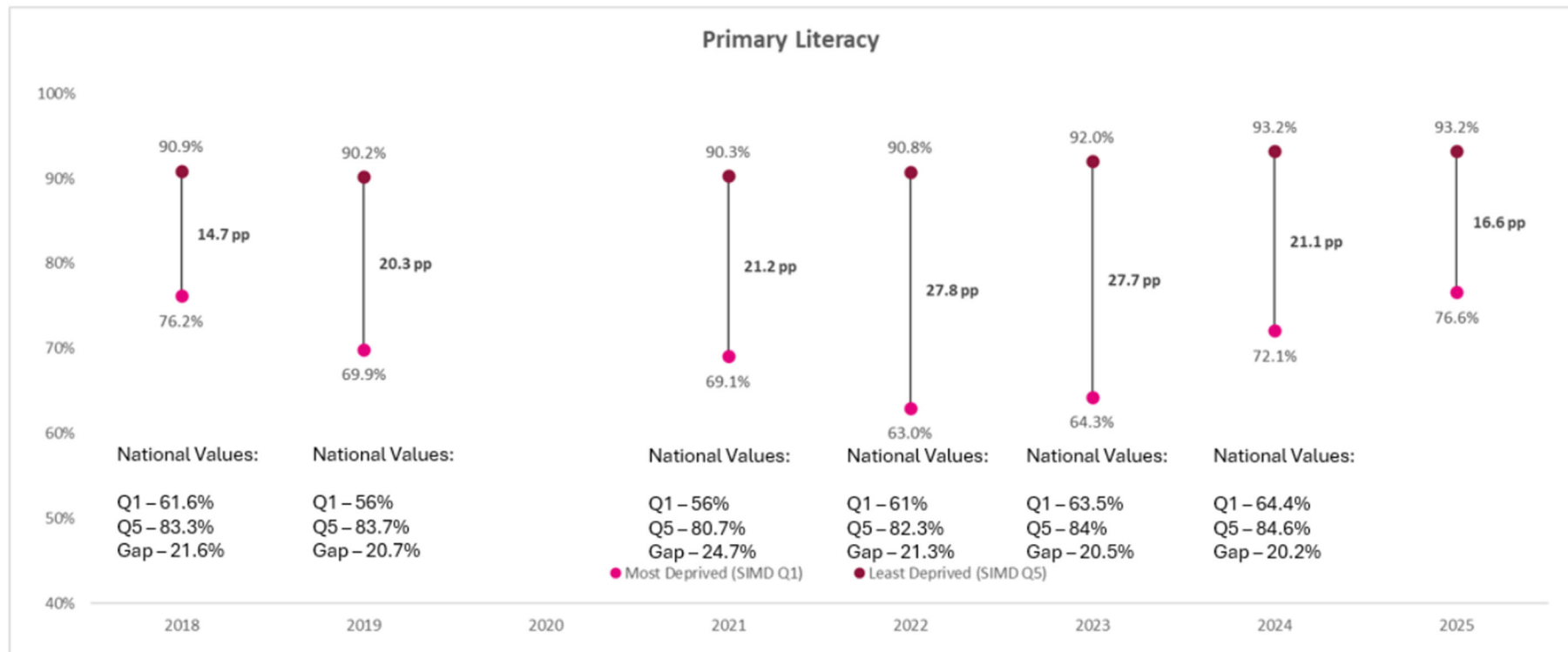
Average increase of 2 points from 4 to 6 (6 being very confident)

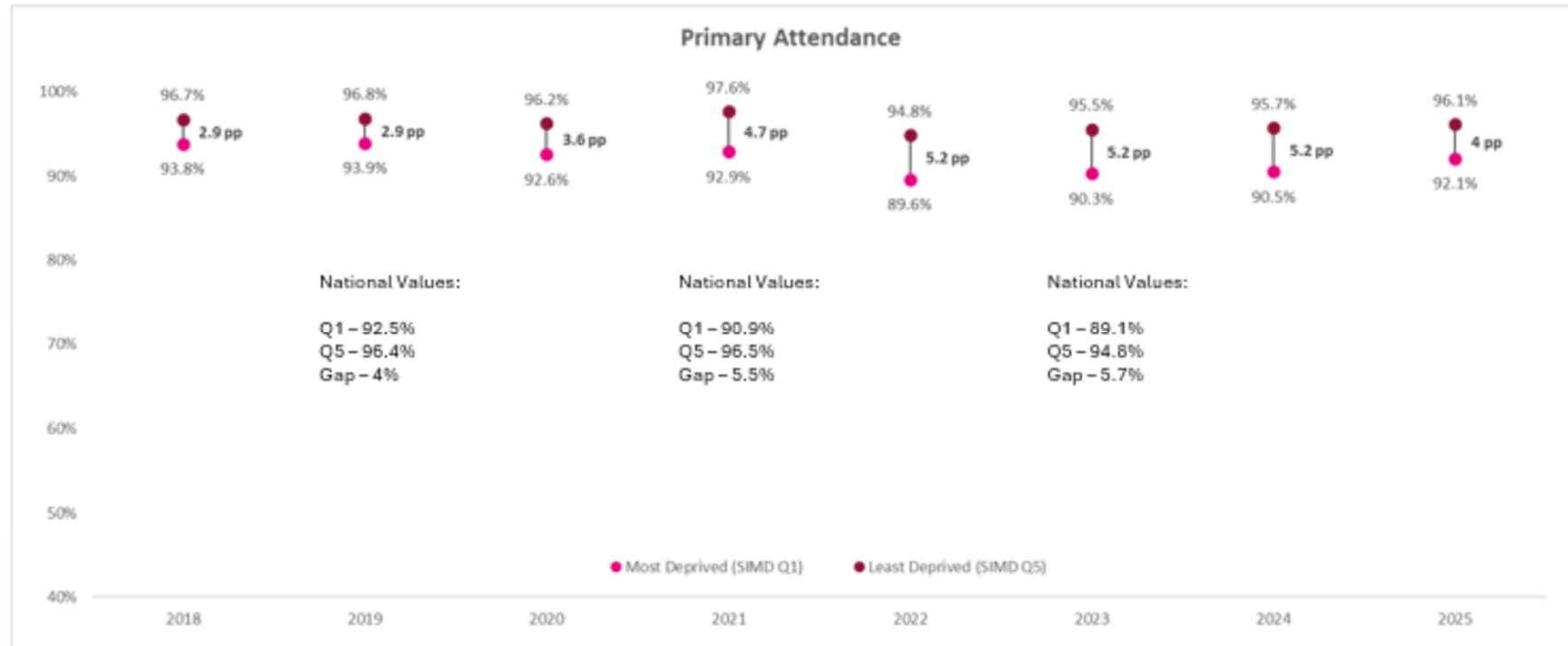
Next Steps

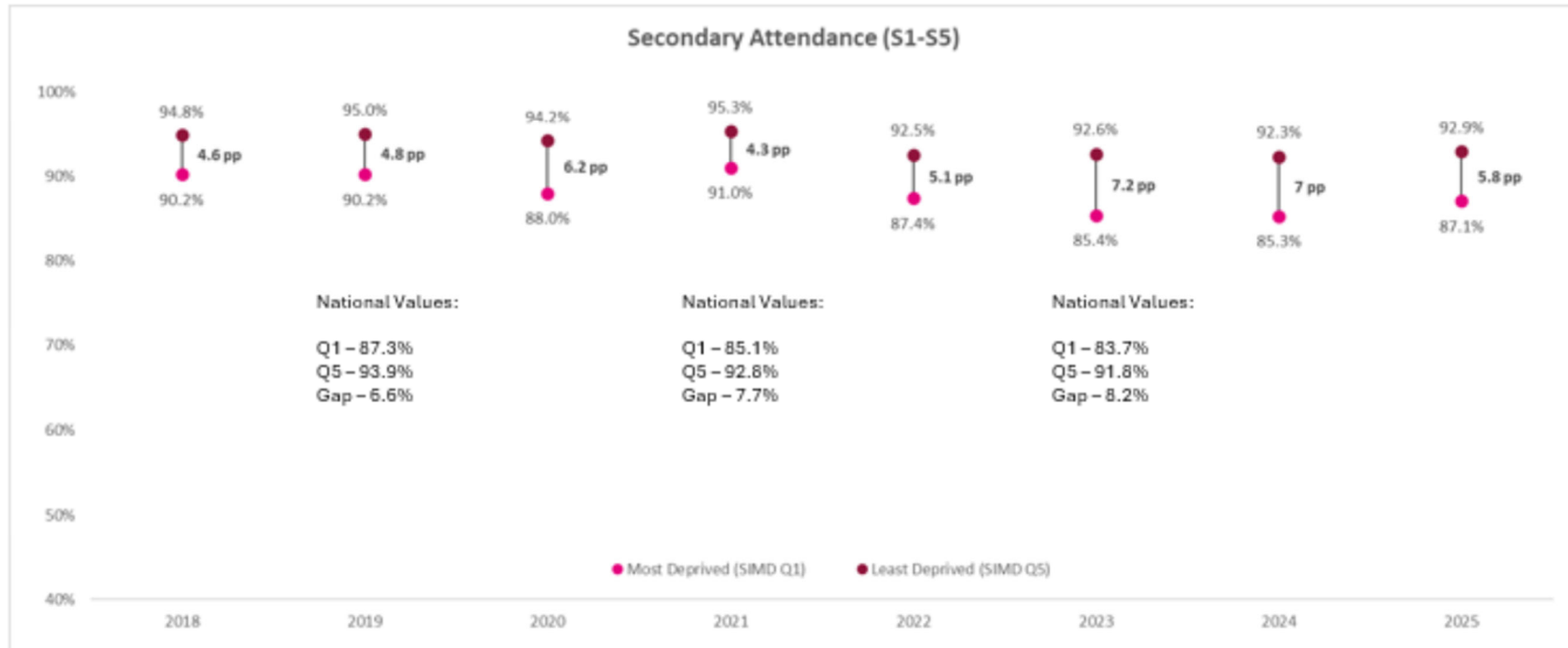
- Further support for remaining P4 & P6 pupils - June 2025 - Ongoing
- Work with SLT to identify pupils to target for maximum impact / stages for team teaching
- Work closely with SLT to further monitor impact of support and pupil attainment and engagement aligned with school improvement priorities

Appendix C









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Strategic Equity Plan

Appendix 2

Delivering Excellence through Equity



Revised August 2025

Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS		OUTPUTS		OUTCOMES / IMPACTS	
<ul style="list-style-type: none">• Scottish Attainment Challenge Funding• ERC lowest 20% funding• Equity staffing allocation• Whole Family Wellbeing Fund• SEF Plan• Education Scotland Attainment Advisor• Support and challenge school performance• High quality CLPL	Activities		Participation / Reach	Short Term	Long Term
				Annual Performance Reporting	
	Wellbeing Readiness to Learn	<ul style="list-style-type: none">• Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan• Early Intervention and prevention for secondary aged pupils experiencing emotionally based school absence.• Comprehensive CLPL programme.• Enhance partnership working to ensure pupils are well equipped to learn and engage in school.• Implement Parental Involvement and Engagement Strategy 2022 – 2025.• Develop and implement a Social Justice Strategy.• Promote digital inclusion.• Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people.• Build capacity in inclusive practice through implementing Circle Approach across settings and schools.• Implement the recommendations from the department’s ASN review.	<p>All pupils, staff and parents.</p> <p>Young people who are experiencing emotionally based school avoidance.</p> <p>Parents / Carers / Families</p>	<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>Reduction in number of children being educated on reduced timetables in LA settings (link to attendance)</p> <p>Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)</p> <p>No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance)</p> <p>No of care experienced pupils accessing Trauma Informed Practice Support</p>	<p>A sustained focus on children and young people’s readiness to learn through focussing on inclusion, participation, engagement and attendance, confidence and wellbeing.</p> <p>Achieve equity for every child by raising the bar for all.</p>

<ul style="list-style-type: none"> Quality Improvement Team Educational Psychology Team Principal Teachers of Literacy and Numeracy Wellbeing Support Teacher Research Assistant Education Development Officer (EAL) Adult Learning Services 	Literacy and Numeracy	<ul style="list-style-type: none"> Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025). Develop and implement an Early Intervention Programme for Literacy and Numeracy. Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking. Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children. Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry 	<p>Families living in poverty.</p> <p>All ELC settings and schools.</p> <p>Local Employability Partnership</p>	<p>Healthier Minds re-referral percentage rate</p> <p>No of care experienced accessing HE (Mentors https://www.vtoscotland.org/)</p> <p>% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)</p> <p>The cost of participating in school activities and events is affordable</p> <p>Engagement and Participation of out with school activities (% of pupils responding positively to ERC Pupil Questionnaire Questions 15, 17, 18)</p> <p>% of pupils accessing digital devices in school and at home.</p>	<p>Improved outcomes for children and young people impacted by poverty.</p> <p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p> <p>High quality learning, teaching and assessment, focusing on</p>
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<ul style="list-style-type: none"> Community, Learning and Development Team Third Sector Partnership Children, young people and families. 	Learning and Teaching	<ul style="list-style-type: none"> Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including the assessment of children's progress. Introduce an Effective Learning and Teaching Collaborative learning programme. Create and nurture a culture of professional inquiry and educational research Pedagogy Practice. Promote and implement a coaching culture at all levels which supports teacher leadership and empowerment. Build leadership capacity at all levels to improve learning, teaching and self-evaluation. 	<p>Community Learning and Development</p> <p>FE / HE establishments</p>	<p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p> <p>Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 5</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 6</p> <p>NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p> <p>Quality assurance programme – evaluations of learners' experiences increases.</p>	achieving equity for all learners.
<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> The department's Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences. There is no hierarchy of outcomes in terms of the importance of the plan and its activities. There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity. There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies. Engagement with children, staff and families will lead to better decision making. 				<p>RISKS / EXTERNAL FACTORS</p> <ul style="list-style-type: none"> Continuing impact of Covid Further policy developments Changes in funding models Education reform Increase in the Cost of Living Parent / carer / family engagement Staff workload and bureaucracy The capacity of other local authority and public sector services. 	

<ul style="list-style-type: none">• Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people.• The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC).• Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer.	
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Population Outcome	Intermediate Outcome We will know we are making progress when we	Our Contribution So we need to improve....	Critical Activities by 2025 / 2026
The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is reduced.	Achieve equity by raising the bar for every child.	Wellbeing	<ul style="list-style-type: none"> • Introduce a Health and Wellbeing Tracking Tool to identify and support emotional and mental wellbeing and positive relationship needs of children, young people and families. • Provide a Leadership for Social Justice Programme (Everyday Equity). • Continue to implement the Social Justice Strategy 2022 - 2026. • Build capacity in inclusive practice through extending Circle Approach to ELC settings and secondary schools. • Launch ERC's Improving Attendance Framework and campaign. • Continue to implement the Improving Attendance Framework and Action Plan. • Create and develop the Parental Involvement and Engagement Strategy (2025 – 2028). • Design and introduce an enhanced outreach offer for pupils of secondary school age. • Devise and implement an updated ASN Action Plan.
	Improve outcomes for children and young people impacted by poverty.	Literacy and Numeracy	<ul style="list-style-type: none"> • Continue to implement the Numeracy and Mathematics (2022 – 2025) and Literacy and English (2024 – 2027) strategies. • Implement literacy Early Intervention programme. • Develop and implement Early Intervention numeracy programme. • In partnership with Adult Learning Services, target literacy and numeracy programmes for parents / carers of children living in poverty. • Build upon existing and develop new partnerships with FE, HE and employers to support numeracy skills for school leavers.
		Learning and Teaching	<ul style="list-style-type: none"> • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Implement Effective Learning and Teaching Collaborative Programme with targeted schools.