

**Department of Corporate and Community Services**

**Deputy Chief Executive: Caroline Innes BSc (Hons)**

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Date: 22 March 2019

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TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean and G. Wallace; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

**EDUCATION COMMITTEE**

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 28 March 2019 at 10.00am.**

The agenda of business is as listed below.

**CAROLINE INNES**

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DEPUTY CHIEF EXECUTIVE

**AGENDA**

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Presentation – Developing The Young Workforce.**
4. **West Partnership – Progress with Phase 2 Improvement Plan – Report by Director of Education (copy attached, pages 3 - 10).**
5. **Customer Service Excellence Award – Report by Director of Education (copy attached, pages 11 - 28).**

- 6. Report on Progress of Hillview Primary School in Addressing Areas for Improvement from Education Scotland Report – Report by Director of Education (copy attached, pages 29 - 32).**

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE28 MARCH 2019WEST PARTNERSHIP: PROGRESS WITH PHASE 2 IMPROVEMENT PLAN**PURPOSE**

1. To update elected members on the progress being made with the West Partnership Phase 2 Plan.

**RECOMMENDATIONS**

2. Education Committee is invited to:
- a) Note and comment on the progress being made with the Phase 2 Improvement Plan;
  - b) Note that progress is also being made in other areas of work; and,
  - c) Instruct the Director of Education to report further in August 2019 on completion of the first year of the plan.

**REPORT**

3. Following publication of the West Partnership Phase 2 improvement plan in September 2018, an improvement plan tracker (Appendix 1) was developed to monitor progress with actions. The attached tracker is accurate as at 8 February 2019.
4. Progress with actions in the improvement plan is discussed and updated at each Board meeting.
5. Any actions which are at risk of being missed are considered by the Board and mitigating steps, including if necessary a change of expected date, are agreed.
6. As the plan has been implemented Theme Leads have reconsidered original actions, brought alternative suggestions to the Board for discussion, and agreement reached on a course of action. Such learning will be considered as we refresh the plan for 2019 – 2022.
7. Progress is also being made in other areas of work, such as the development of a West Partnership [website](#).
8. The West Partnership Twitter account now has around 1,200 followers and over 70,000 Tweet impressions per month.

## CONCLUSION

9. Very good progress is being made with the ambitious West Partnership Phase 2 Plan: 80% of actions are either complete, superseded or on track; 8% are at risk and 12% to be started.

## RECOMMENDATIONS

10. Education Committee is invited to:
- d) Note and comment on the progress being made with the Phase 2 Improvement Plan;
  - e) Note that progress is also being made in other areas of work; and,
  - f) Instruct the Director of Education to report further in August 2019 on completion of the first year of the plan.

Mhairi Shaw  
Director of Education  
28 March 2019

### Convener Contact Details

Councillor Paul O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

### Report Author

Mhairi Shaw, Director of Education

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### Background Papers

1. West Partnership Improvement Planning: Progress With Initial Plan And Preparation Of Phase 2: Education Committee  
4.10.18

Ref	Task	Workstream Lead	Status	Expected Date	Comments - Progress Report
1.1	Map collaborative school based networks to identify current activity and expertise	Mhairi Shaw	Complete	30 November 2018	<b>Dec 2018</b> Mapping complete.
1.2	Devise key characteristics, principles, shared protocols, structures and tools which will define collaborative working in the West Partnership	Mhairi Shaw	On track	31 March 2019	<b>Dec 2018</b> Principles and characteristics drafted. <b>Feb 2019</b> Feedback from mapping exercise and presentations to headteachers indicates a need to develop stakeholder understanding of "collaboration" and what constitutes improvement. Steering group drafted a working definition of collaboration for the West Partnership which would underpin all workstreams to be ratified by the Board and then launched with HTs at forthcoming conferences. Discussion on a spectrum of collaboration: Networking - Partnership - Collaboration. Considered Glasgow University's paper : core principles and key characteristics of collaboration in light of draft definition. Self-evaluation toolkit under development by Glasgow University.
1.3	Offer opportunities/issue invitations for schools to be more outward looking through widening networks across and between local authorities	Mhairi Shaw	On track	30 June 2019	<b>Dec 2018</b> Input into HTs meeting by ELM/Chris Chapman in Jan/Feb 2019 agreed. Initial plans for follow-up discussed, but not yet agreed. Discussion re input into joint ES/SG/WP conferences (March 2019) discussed at Board. <b>Feb 2019</b> Discussion on role of QIOs as those who support and challenge schools to improve including through collaboration. Agreed to set up specific events for QIOs in March.
1.4	Specific collaborative approaches may include: Leadership and Learning Rounds; Improvement Science; Lesson Study., Collaborative Action Research; etc	Mhairi Shaw	On track	30 June 2019	<b>Dec 2018</b> Input into HTs meetings across WP by ELM/Chris Chapman in Jan/Feb 2019 agreed. Initial plans for follow-up discussed, but not yet agreed. Discussion re input into joint ES/SG/WP conferences (March 2019) discussed at Board.
1.5	Support schools to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices	Mhairi Shaw	On track	30 June 2019	<b>Dec 2018</b> Input into HTs meeting by ELM/Chris Chapman in Jan/Feb 2019 agreed. Initial plans for follow-up discussed, but not yet agreed. Discussion re input into joint ES/SG/WP conferences (March 2019) discussed at Board.
1.6	Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support	Mhairi Shaw	On track	30 June 2019	<b>Dec 2018</b> Regular meetings with steering group agreed. <b>Feb 2019</b> Discussion with Board around vision for West and draft definition of collaboration.
1.7	Liaise with CLPL group to deliver events to share learning and best practice	Mhairi Shaw	On track	30 June 2019	<b>Dec 2018</b> Discussions held with members of both collaborative learning network and CLPL steering groups to discuss further. Input into conferences in March 2019 proposed. <b>Feb 2019</b> Workshops at conferences facilitated by staff from Glasgow University and headteachers.
1.8	Develop systematic mechanisms to support and monitor impact of the activity	Mhairi Shaw	On track	31 March 2020	<b>Feb 2019</b> Agreed small test of change to form collaborative networks with schools within their own local authority from April – June 2019: 24 schools (3 from each EA) and link QIOs with identified need to improve attainment for equity groups based on CfE teacher judgements. Training by Education Psychology and GU on specific collaborative approaches, e.g. improvement science, lesson study, etc.
2.1	Ensure clarity of purpose and vision "Set out an explicit theory of change that underpins and supports the current strategies and approaches to educational improvement, which will help to identify the conditions that need to be in place for the aims of the educational improvement programme to be achieved" International Council of Education Advisers, June 2018 • Develop a shared understanding of what we mean by system leadership and the context for system change • Develop a shared understanding of what an empowered system looks and feels like	Maureen McKenna	Not started	31 March 2019	

2.2	In partnership with Education Scotland, using HGIOS4 (1.3) and driven by a strong evidence base, provide clarity and consistency through the development of a West Partnership toolkit which will support self-evaluation and peer review of empowerment at school, local authority and regional level	Maureen McKenna	On track	31 March 2019	<b>Dec 2018</b> Awaiting publication of thematic <i>Inspection of Empowerment</i> by ES. Action linked to national developments.
2.3	Based on our shared understanding of what an empowered system looks and feels like, co-produce a detailed implementation/action plan which will help create an empowered, self-improving system underpinned by "professional empowerment, responsibility, and ownership" at school, local authority and West Partnership level.	Maureen McKenna	On track	31 March 2019	<b>Dec 2018</b> Awaiting publication of thematic <i>Inspection of Empowerment</i> by ES. Action linked to national developments.
2.4	Liaise with other workstreams e.g. CLPL and Systems Improvement to ensure consistency and support	Maureen McKenna	On track	30 June 2019	
3.1	Offering opportunity at all levels to enhance learning networks across the partnership	Steven Quinn	On track	30 June 2019	<b>Dec 2018</b> Joint ES/SG/WP March 2019 conference ("Equity, excellence and empowerment") planning well-underway. Key messages from WP to be shared. Corporate artist to capture key themes which could be shared. Panel with MS, DFM, HMCI, AN Others. Need for panel chair to be identified. Open space type workshops discussed - still to be identified. <b>Feb 2019</b> Conference planning well underway. Workshops agreed and keynote speakers agreed. Agenda and progress shared at Board meeting 8 Feb 2019.
3.2	Working with all workstreams to support the wider partnership agenda through appropriate CLPL	Steven Quinn	On track	31 March 2020	<b>Dec 2018</b> Workstream leads identifying areas for conferences in March 2019.
3.3	Using evidence from stakeholder engagement to enhance existing professional development opportunities;	Steven Quinn	On track	31 March 2020	<b>Dec 2018</b> HTs offered suggestions for professional development
3.4	Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners	Steven Quinn	Not started	31 March 2019	
4.1	Audit current practices across the region in supporting secondary subject specialists	Tony McDaid	At risk	31 March 2019	<b>Dec 2018</b> Sub-group established chaired by Gerry Lyon (GL) will meet early January 2019 and action plan will be finalised by end January 2019. <b>Feb 2019</b> Board paper, approved. Move to recruit two faculty heads/principal teachers (secondments) to scope out what support should look like.
4.2	Establish a self-sustaining network to support collaboration in the ASN sector	Tony McDaid	At risk	31 March 2019	<b>Dec 2018</b> Sub-group to be established chaired by Kit Gilbert (EDC) will meet early January 2019 and action plan will be finalised by end January 2019. <b>Feb 2019</b> Board paper, approved. Move to recruit recently retired headteacher on a contract to scope out what support should look like.
4.3	Agree function of regional subject networks regularity and format of forums	Tony McDaid	At risk	31 March 2019	<b>Feb 2019</b> Board paper approved. Function, regularity and format will be developed during scoping exercise, end of June 2019. New date of 30 June 2019 to be agreed at next Board March 2019.
4.4	Identify teacher leaders for each curriculum subject area across the region	Tony McDaid	At risk	31 March 2019	<b>Dec 2018</b> Sub-group established chaired by Gerry Lyon (GL) will meet early January 2019 and action plan will be finalised by end January 2019. <b>Feb 2019</b> Strategic direction will be developed during scoping exercise, end of June 2019. New date of 30 June 2019 to be agreed at next Board March 2019.
4.5	Liaise with CLPL and Evaluating and Reporting Groups as appropriate	Tony McDaid	On track	30 June 2019	<b>Feb 2019</b> Workshop on Learner Journey: An empowering secondary curriculum agreed for conferences in March 2019.

5.1	Continue to offer CLPL opportunities for school leaders and class teachers which will improve assessment and moderation and bring about consistency in teacher judgements across the region	Tony McDaid	On track	31 December 2019	<b>Dec 2018</b> Training has taken place and evaluations have been completed for pre/post training data. Almost all authorities are participating in both curricular areas (literacy and numeracy). Four events planned across CfE levels (early/first and second/third/fourth) March 2019. Training provided to approx 240 practitioners. Glow group currently has exemplars from March 2018 events and updated training presentations and materials. More (new) materials will be added as appropriate. <b>Feb 2019</b> Moderation events March 2019. All preparations underway and collation of evidence is currently taking place to support professional dialogue – evaluations for the event/process will be collated and analysed. Plans made to establish position statement for the West Partnership in terms of assessment and moderation and the current picture within each local authority to ensure consistency of expectation. All HTs will be asked to provide feedback detailing an overview of moderation activity for the current session, time allocated within WTA, features of improvement priorities and use of the Moderation Hub. Key messages will be gathered within a summary report to provide information relating to progress, impact and next steps. Working Group have moved from a Glow group to Microsoft Teams to aid communication and access to support materials and documentation.
5.2	Audit the range of courses available in the Senior Phase across the region and work with DYW and FE partners to improve the range of curricular pathways for young people.	Tony McDaid	Superseded	30 November 2018	<b>Dec 2018</b> Recent contribution to the consultation on the Glasgow City Region Skills Investment Plan and the Scottish Government Learner Journey Review follow up. Agreed audit of range of courses available not be required. Focus would be to enhance 'pupil offer' by working with FE/HE to support improved articulation across region (influencing work of the Regional Skills Investment Plan) and extend work based learning opportunities, for example, Foundation Apprenticeships. An action plan will be finalised by end January 2019.
5.3	Through sharing practice and developing professional learning networks, support schools and ELC settings to ensure there is appropriate progression for learners, particularly at key transitions stages	Tony McDaid	Not started	30 June 2019	<b>Feb 2019</b> Development of professional learning networks will be picked up as part of curricular scoping exercise, see 4.1 and 4.3.
5.4	Continue to support schools and ELC settings to address the recommendations on Making Maths Count, with a focus on improving confidence and attitudes to numeracy and mathematics	Tony McDaid	On track	31 December 2019	<b>Dec 2018</b> Conference 'Empowerment through Excellence' to launch Maths Week Scotland (Sept 2018). Opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning. Workshops enabled sharing of successful interventions linked to the closure of poverty-related attainment gap. Conference benefited from contribution from parents and children. 76% of attendees rated conference as excellent, in relation to content having a predicted impact on classroom practice. 70% of attendees indicated workshops provided useful insights into research-based approaches to target attainment. To ensure sustainable impact, additional partnerships have recently been formed across WP to explore wider range of Making Maths Count recommendations. This includes newly established links with external partners such as The Winning Foundation and NPFS. Scaled up interauthority research project aimed at closing the poverty related attainment gap in numeracy through the use of Maths Recovery and intervention assessment scales is currently being piloted. Feb 2019 work is ongoing eg seminary with keynote from Craig Barton
5.5	Progress the recommendations from A Blueprint for Fairness from the widening Access Commission	Tony McDaid	Superseded		<b>Dec 2018</b> Combined with 5.2
6.1	Liaise with Scottish Government, Education Scotland (SCEL) and SCES	Laura Mason	Complete	31 March 2019	<b>Dec 2018</b> Discussions held with Gillian Hamilton (ES)

6.2	Gather and analyse data on HT and DHT recruitment and retention within each local authority over the past 3 - 5 years. Take account of demographics, including denominational elements	Laura Mason	Complete	31 March 2019	<b>Dec 2018</b> Discussed recommendations from the HT Recruitment Working Group Paper and impact this will have on each LA and across WP. Considered reasons DHT do not apply for HT posts and how this can be supported in each LA and across the collaborative. Agreed to review profile of existing DHTs and pathway programmes. <b>Feb 2019</b> Steering group considering the use of social media and young people re recruitment. Also using partnership to promote and market specific posts.
6.3	Audit practices within constituent local authorities in succession planning and leadership development. Research practice beyond the West Partnership on a national/international basis	Laura Mason	On track	31 March 2019	<b>Dec 2018</b> Analysed existing leadership programs in LA and how they are used to identify and encourage potential candidates. Group has not yet had opportunities to consider international practice.
6.4	Establish bespoke West solutions to include: • Coaching/mentoring/guiding • Post exchanges • Applied leadership learning	Laura Mason	On track	30 June 2019	<b>Dec 2018</b> Funding bid for "HT in residence" to coach/mentor current DHTs, newly appointed HTs and existing HTs agreed at Board in December. <b>Feb 2019</b> Role profile out for review and comment.
6.5	Devise a West Assessment Centre leading to a pool of credible candidates for school senior management positions	Laura Mason	Superseded	30 June 2019	<b>Dec 2018</b> Decision taken to continue with individual LA assessment centres according to processes and agreements already in place. Agreed to share practice and provide opportunities for cross-authority working.
6.6	In 2019/20 pilot system and devise roll out plan	Laura Mason	Superseded	31 March 2019	<b>Dec 2018</b> Decision taken to continue with individual LA assessment centres according to processes and agreements already in place. Agreed to share practice and provide opportunities for cross-authority working.
6.7	From 2020/21 implement roll out plan	Laura Mason	Superseded	31 March 2020	<b>Dec 2018</b> Decision taken to continue with individual LA assessment centres according to processes and agreements already in place. Agreed to share practice and provide opportunities for cross-authority working.
6.8	Monitor and report on impact	Laura Mason	Superseded	31 March 2021	<b>Dec 2018</b> Decision taken to continue with individual LA assessment centres according to processes and agreements already in place. Agreed to share practice and provide opportunities for cross-authority working.
7.1	Audit existing policies and practices in each constituent local authority to identify best practice in quality improvement	Maureen McKenna	Complete	31 March 2019	<b>Dec 2018</b> Information gathered and spreadsheet shared.
7.2	Share findings with senior leaders across the region	Maureen McKenna	Complete	30 June 2019	<b>Dec 2018</b> Information gathered and spreadsheet shared.
7.3	Consider developing learning partnerships at system level as appropriate	Maureen McKenna	Not started	30 June 2019	
7.4	Devise programme of opportunities to develop practices in self-evaluation, quality assurance, support and challenge at senior leadership level in schools and officer level in each local authority which will lead to continuous improvement and consistency in evaluating education delivery and outcomes	Maureen McKenna	On track	30 June 2019	<b>Dec 2018</b> Menu of CLPL opportunities shared with LA and responses collated. Meeting set up for Jan 2019 to discuss further. <b>Feb 2019</b> Menu of activities agreed. Agreement on dates being progressed. Risk regarding ongoing input from HMI and, or Regional Advisor post 1st April 2019.
7.5	Consider nationally co-produced guidance to devise a system which will enable each partner to undertake peer to peer review and challenge	Maureen McKenna	Not started	30 June 2019	
7.6	Monitor impact through internal and external reviews and inspections	Maureen McKenna	Not started	30 June 2019	
8.1	Audit existing interventions in family learning, community capacity building and parental engagement across the region, which support families living with poverty/inequality of outcomes	Ruth Binks	Complete	28 February 2019	<b>Dec 2018</b> Each authority has shared information about their current key areas of development/improvement planning. Key areas of practice have been identified. Each reported that they are at varying stages of development of their Families and Communities strategies. Agreed that sub-group would be formed which would allow greater involvement of CLD teams/leads across RIC.



8.2	Work with Education Scotland to identify best practices in family learning and parental and community engagement	Ruth Binks	Complete	31 March 2019	<p><b>Dec 2018</b> Dr Beverley Fergusson (from ES) invited to be part of steering group. ES support offered to group and series of events discussed, including conversation day, future research cafes, teachmeet events and larger parental events. BF spoke about the wide bank of research that was available and could help form the basis of future developments in this area, including the use of practitioner enquiry.</p> <p><b>Feb 2018</b> Families and Communities Conversation Day – held 29th January 2019 in Clydebank with approximately 80 delegates attending. The conversations were facilitated by Education Scotland and centred around 3 main themes; STEM, Parental involvement in improvement planning and family learning. The groups were made up of a variety of disciplines including CLD, teachers, headteachers, Early Learning and Support Officers. Full evaluation will be available but initial feedback has been very positive. This discussion event will also help Education Scotland to develop guidance and support information/resources for local authorities and Regional Collaborative groups.</p>
8.3	Devise programme of opportunities to share and develop practices in family learning and parental/community engagement	Ruth Binks	Complete	31 March 2019	<p><b>Dec 2018</b> Series of activities agreed. March 2019 Teachmeet event will be focused on Family Learning. Opportunities for further events focussing on other aspects such as learning at home, STEM, community partnerships etc. Suggestion as to the inclusion of lean coffee type events in future, where issues and solution approaches highlighted and used to shape future discussions.</p> <p><b>Feb 2019</b> Ongoing work with subgroup to organise and identify further events. This will include a possible event in April. Liaison with CLD - meeting set up with CLD leads for authorities. Meeting will be held on 1st March.</p>
8.4	Work with NPFS representatives across the region to devise a series of conferences focused on developing family/community learning and parental engagement	Ruth Binks	On track	30 June 2019	<p><b>Dec 2018 RB</b> met with Chair of NPFS. Agreed future involvement of NPFS representatives as part of the group. Chair also made suggestions as to the type of activities that may result in wider and more effective parental input to development of workstream.</p> <p><b>Feb 2019</b> Meeting held with Connect to identify ways in which the group can work in partnership with the organisation. This includes workshops for delegates at ES/SG/ WP conferences, sharing practice and production of training materials.</p>
8.5	Share best practice for Parental Engagement Strategies and work jointly to take forward the Scottish Government Action Plan on Parental Involvement and Engagement	Ruth Binks	On track	30 June 2020	<p>Dec 2018 - authorities have shared parental engagement strategies and examples of best practice prior to first meeting. Two events planned. The first a conversation day with Education Scotland on 29th January 2019 and the second a Teachmeet in March 2019.</p>
9.1	Agree critical indicators to measure impact of the partnership's improvement plan	Elizabeth Morrison	Complete	30 November 2018	<p><b>Dec 2018</b> Included in improvement plan</p>
9.2	Agree baselines and targets for identified critical indicators	Elizabeth Morrison	On track	31 August 2019	<p><b>Dec 2018</b> Most baselines agreed, awaiting further clarification for others.</p>
9.3	Establish systems for gathering evidence and data of the impact of the activities offered in the West Partnership	Elizabeth Morrison	On track	31 March 2019	<p><b>Dec 2018</b> Interviews being held for data analyst on 19/12/18 and post offered</p> <p><b>Feb 2019</b> Data analyst in post. HWB reference group to review national survey established.</p>
9.4	Devise tools which will be used consistently across the the partnership to evaluate the impact of activities	Elizabeth Morrison	On track	31 March 2019	<p><b>Dec 2018</b> Initial discussions re consistent use of pre and post CLPL evaluation processes.</p>
9.5	Liaise with all other groups to ensure they are informed of the evaluations of their activities to support self-evaluation, reflection and consideration of future plans and activities	Elizabeth Morrison	On track	31 March 2019	<p><b>Jan 2019</b> ELM now attending most workstream meetings to share information and practice to ensure consistency and coherence.</p>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 28 MARCH 2019Report by Director of EducationCUSTOMER SERVICE EXCELLENCE AWARD**PURPOSE OF THE REPORT**

1. The purpose of this report is to advise committee of the outcome of the most recent Customer Service Excellence assessment for the Education Department.

**RECOMMENDATION**

2. The recommendation is that Elected Members:
- a. note the continuing high standard of this award in recognition of the department's high quality services; and,
  - b. approve this approach to ensuring the department's sustained commitment to continuous improvement.

**BACKGROUND**

3. The Customer Service Excellence standard '*tests in great depth those areas that research has indicated are a priority for customers, with particular focus on delivery, timeliness, information, professionalism and staff attitude. There is also emphasis placed on developing customer insight, understanding the user's experience and robust measurement of service satisfaction.*'

4. The previous review of the Education Department took place in January 2018 and assessment is undertaken on an annual basis.

**REPORT**

5. The assessor spent the visit reviewing practice and interviewing staff, partners and customers and the assessment was undertaken in two stages.
- a) The first was a review of the self-assessment submission and enabled the assessor to gain an understanding of how East Renfrewshire Council's Education Department meets the requirements of the Customer Service Excellence standard.

b) The second stage was to review the actual service delivered in establishments by examining a 'customer journey'; this was focused on the Early Years curriculum provided for our children and the associated professional learning and training to develop our Early Years staff. This part of the review was carried out by interviewing staff in three groups which focussed on:

- *Growing Our Own – HNC Early Education and Childcare*
- *Supporting Our Teams – preparing for expansion and ensuring high quality early learning and childcare*
- *Playful Pedagogy - Impact on children*

6. The outcome of the review was the continued award of the Customer Service Excellence Standard. The assessment report, included in Appendix 1 of this paper, noted:

*'You continue to have very high levels of customer satisfaction at various levels of service delivery'*

*'You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity.'*

*'The commitment to customer focus comes from the senior leadership of the organisation and has become embedded within your service in meaningful ways.'*

7. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified 22 areas of 'Compliance Plus', *'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.'* The number of areas of compliance plus had increased from the previous assessments in January 2016, January 2017 and January 2018 when there were ten, 13 and 17 respectively.

8. These areas are set out in the report and included:

- very high levels of customer insight used effectively to prioritise resources and needs; consultation of customers being integral to continuous improvement;
- staff being empowered to act in a person-centred and customer-focused way;
- information being provided and delivered in ways that meet the needs and preferences of customers; and
- monitoring and meeting performance standards and sharing this with customers.

9. The report identifies two areas for improvement including the possibility of better publicising opportunities for stakeholders and citizens to become involved in early learning and childcare careers and consideration of early learning courses delivered on an outreach basis. The department will take these recommendations forward through discussions at the Early Learning and Childcare Expansion Board.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

10. Costs for the annual assessment are met within the Education Department's revenue budget.

## CONCLUSION

11. The assessment report and the confirmation of the continued achievement of the Customer Service Excellence standard recognise the Education Department's sustained commitment to continuous improvement and delivering services of the highest quality.

## RECOMMENDATION

12. The recommendation is that Elected Members:

- a. note the continuing high standard of this award in recognition of the department's high quality services; and,
- b. approve this approach to ensuring the department's sustained commitment to continuous improvement.

Mhairi Shaw  
Director of Education  
28 March 2019

Convener Contact Details

Councillor Paul O'Kane, Convener for Education and Equalities      Tel: 07718 697115

Local Government Access to Information Act 1985

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Appendix

Appendix 1      Customer Service Excellence Report - East Renfrewshire Council – Education Department

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# Assessment Report

## CUSTOMER SERVICE EXCELLENCE



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## 1. EXECUTIVE SUMMARY

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Following the assessment, East Renfrewshire Council - Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from Senior Management levels through to operations and front-line staff.

I would like to take this opportunity to thank those people involved in the overall assessment process. It has been a pleasure meeting with your team and having the opportunity to observe your service in action.

The outcome of the assessment was -

**“Continued award of the Customer Service Excellence Standard has been recommended”**

Address:	East Renfrewshire Council - Education Department Council Offices, 211 Main Street, Barrhead, G78 1SY		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	David Gordon Quality Improvement Officer		
Site(s) assessed:	Located at Arthurlie Family Centre	Date(s) of audit(s):	24 January 2019
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Annual Review		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		



## 2. East Renfrewshire Council – Education Department

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### CONTEXT

East Renfrewshire Council - Education Department has around 200 staff and provides an education service through secondary schools, primary schools and nursery classes, early learning and childcare settings and one special school for children and young people with severe learning difficulties. The service has around 18,000 pupils, 1,400 teaching staff and 1,300 local government staff as its main customers alongside parents and carers.

During 2018, East Renfrewshire maintained its position as the highest performing mainland authority in national examinations. East Renfrewshire schools achieved very strong performance in all the key measures. 75% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5). Attainment in this measure remains considerably higher than the national average of 39%. The Higher results for S5 remained very strong, with 81% of young people in the authority achieving 1 or more, 67% achieving 3 or more and 45% achieving 5 or more Higher awards. At Advanced Higher in S6, the authority also achieved its best ever performance with 40.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from its previous record in 2017 (38.8%).

### 3. Method of Assessment

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The assessment was undertaken in two stages; the first was a review of your self-assessment submission. This review enabled the assessor to gain an understanding of how the organisation has met the requirements of the Customer Service Excellence standard.

The next stage was to review the actual service delivered on-site. This was conducted through reviewing practice as well as speaking to staff, partners and customers. This included following customer journeys through your processes and how these aligned with customer insight.

During the assessment process, the criteria are scored on a four-band scale:

**COMPLIANCE PLUS** - Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as exemplar to others, either within the applicant's organisation or the wider customer service arena.

**COMPLIANT** - Your organisation has a variety of good quality evidence which demonstrates that you comply fully with this element. The evidence which reflects compliance is consistent throughout and is embedded in the culture of the organisation.

**PARTIAL COMPLIANCE** - Your organisation has some evidence but there are significant gaps. The gaps could include:



- Parts of the applicant's organisation which are currently not compliant and/or
- Areas where the quality of the evidence is poor or incomplete and/or
- Areas which have begun to be addressed and are subject to significant further development and/or
- Areas where compliance has only been evident for a very short period of time

**NON-COMPLIANT** - Your organisation has little or no evidence of compliance or what evidence you do have refers solely to a small (minor) part of your organisation.

The current scheme allows applicants a maximum number of partial compliances, equating to a pass mark of 80% for all criteria.

#### **4. OPENING MEETING**

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The on-site assessment commenced with an opening meeting.

The assessment activity was discussed. The itinerary had been agreed with East Renfrewshire Council- Education Department in advance. The organisation was informed that all information obtained during the assessment would be treated as strictly confidential.

The scope of Assessment was confirmed as: East Renfrewshire Council-Education Department

#### **5. ON-SITE ASSESSMENT**

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The Assessor was accompanied throughout the assessment by David Gordon and other personnel within the organisation were involved when assessing activities within their responsibility.

The assessment resulted in the raising of no partial compliances. A number of observations are listed in Section 7 of this report.



Criterion	Maximum number of partial compliances	Actual number of non-compliances	Actual number of partial compliances	Actual number of Areas for Improvement	Fully Compliant
1 Customer Insight	2	0	0	0	11
2 The Culture of the Organisation	2	0	0	0	11
3 Information and Access	2	0	0	2	10
4 Delivery	3	0	0	0	13
5 Timeliness and Quality of Service	2	0	0	0	10



## 6. AREAS OF PARTIAL COMPLIANCE

### CRITERION 1

No Partials Raised

### CRITERION 2

No Partials Raised

### CRITERION 3

No Partials Raised

### CRITERION 4

No Partials Raised

### CRITERION 5

No Partials Raised



## 7. OBSERVATIONS

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During the site assessment, the following general observations were made. These include: positive areas scored as Compliance Plus; areas of good practice; areas for improvement identified throughout the entire assessment process, as listed below.

### **Areas for Improvement from the last assessment – now cleared**

- At the last assessment, the Assessor noted that you may wish to consider the possibility of using a generic 'how satisfied are you?' style of question in your surveys. Doing this would allow you to better analyse results across the service and allow for more effective internal benchmarking opportunities. You have now done this and have already include such a question where appropriate (1.3.1)
- Following previous CSE assessments, you had put in place several additional measures in relation to lone working. The Assessor noted those and highlighted that in some other environments the use of GPS technology and ID card alert systems are in use. You introduced such devices in August 2018 to increase the security of lone workers, including Family First workers, social workers, janitors and cleaners (2.2.4)

### **Areas for Improvement identified at this 2019 assessment**

- You may wish to consider if it is possible to better publicise opportunities for stakeholders and citizens to become involved in career opportunities such as those in the early learning centre environment. Some participants in the focus groups held at the assessment felt this could be further improved (3.2.1)
- While your work in this area was commended it was suggested, by some focus group participants, that greater opportunities for the delivery of Early Learning courses leading to qualifications could be held on an 'outreach' basis within local communities. It was felt this may increase uptake and be particularly welcomed by those with carting responsibilities (3.3.1)



## Areas of Good Practice

- You use of data to better understand customers, their needs and the outcomes achieved was commendable. In speaking with a wide range of staff there was a good understanding of the need to evaluate different methodologies and interventions and to evaluate impact and positive outcomes for customers
- You continue to demonstrate that you have systems in place to identify those hard to reach and disadvantaged customers and to engage and involve them in the wider discussions around your service
- You prepared well for the CSE review and provided a range of evidence that was both relevant and well presented. Your work in identifying appropriate customer journeys and arranging for appropriate stakeholders to be available assisted the Assessor in looking in-depth at the journeys. In doing so, you continue to add value to the service through continuous improvement and improved customer focus and satisfaction across the range of services you offer. You focus on aspects of the service in order to better demonstrate your compliance with the CSE Standard and to enable more in-depth scrutiny. Staff involved in the process are enthusiastic and display enthusiasm for what they do and to further improve
- You are continuing to use the CSE framework to evaluate of parts of your service. In general terms, CSE has become a useful and embedded tool for continuous improvement within the service. It is becoming increasingly clear that there is a strong person-centred and individualised customer experience where possible across the service. You continue to develop, encourage and demonstrate good customer insight
- You continue your strong commitment to involving and engaging with customers throughout your service. This was evidenced throughout this review and was verified in discussion with customers as well as through the evidence presented. As part of the Customer Journey analysis and evidence, you involved customers in focus groups. You make good use of such as focus or consultation groups by using both existing groups and groups brought together to reflect the nature of the specific issue being consulted on
- The commitment to customer focus comes from the senior leadership of the organisation and has become embedded within your service in meaningful ways. Your ongoing commitment to Customer Service Excellence and your work to act on feedback from CSE assessments is testimony to this commitment
- You have reviewed the increasing demand for the services of the Education Department because of increased house building in the catchment area. You demonstrated high levels of insight into the characteristics, needs and preferences of both existing and potential customers. You have already developed new facilities and have additional improvements planned to take account of the increased demand for your service



- This year the Assessor was able to discuss several issues in some detail with staff and other stakeholders. It was obvious in discussions about your early years and childcare provision that staff were clear as to the 'added value' of such developments and their role in the wider education and socio-economic landscape. In discussing the 'Playful Pedagogy in Primary One and the Early Level Review' it was good to hear staff from a range of perspectives discuss the implementation and background to the review in a confident, customer focused way
- Stakeholders spoken to by the Assessor included school teaching staff, early years staff, staff from partner organisations and customers
- There was a strong culture of openness between your staff, customers and partners. It was clear that they were confident and at ease when giving feedback and asking questions of your staff. The Assessor also noted a high degree of inclusiveness between East Renfrewshire and Partner Agency/ providers staff
- You continue to have very high levels of customer satisfaction at various levels of service delivery and this was evidenced through a range of quantitative surveys and other qualitative information. These high levels continue to improve over time
- In performance terms, East Renfrewshire continues to maintain its position as the highest performing mainland authority in national examinations. East Renfrewshire schools achieved very strong performance in all the key measures. 75% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5). Attainment in this measure remains considerably higher than the national average of 39%. The Higher results for S5 remained very strong, with 81% of young people in the authority achieving 1 or more, 67% achieving 3 or more and 45% achieving 5 or more Higher awards. At Advanced Higher in S6, the authority also achieved its best performance with 40.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from its previous record in 2017 (38.8%).



## Areas of Compliance Plus

- You collect, record and analyse comprehensive data about the characteristics of prospective and current customers. This includes census data and information on such as new housing developments within the area. Data includes such as the early learning and childcare provision detailing such as The Scottish Index of Multiple Deprivation and ethnicity data. In addition, you continue to make good use of customer data to prioritise resources and to best meet their demands (1.1.1)
- Throughout the assessment there was an obvious and detailed understanding of your customers both at a macro and micro level. This detailed insight was verified in discussion with those spoken to by the Assessor. In addition to this being a general feature of your service you make particular efforts to tailor services where the impact is most vital (1.1.2)
- You have a very well established and developed engagement strategy. This is reviewed in a frequent and systematic way to ensure the robustness and comprehensiveness of the measures used. This was discussed and evidenced at this assessment visit (1.2.1)
- You understand the importance of understanding your customers and have evidenced a range of effective consultation mechanisms. The understanding of customers alongside being at the forefront of learning and teaching pedagogy and utilizing Government Policy is viewed as integral to continually improving your service and you also advise customers of the results and action taken. At the highest level, the Director of Education engages with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate. Your system for pupil representation at school level involves the use of minutes and Action Plans to track issues raised and any action required. At another level, there is community engagement which seeks to involve communities in engaging with the Council to develop services to meet the needs of local communities and The Education Department plays an important part in such discussions (1.2.2)
- You have very high levels of customer satisfaction and these continue to improve over time. You recorded a pupil satisfaction rate of 87%, 97% parental satisfaction for school pupils and 98% for parents using of early year learning centers (1.3.4)
- You work with customers to develop insight about their specific needs and preferences and prioritise these. You then develop your service to assist customers in meeting their identified needs and preferences throughout their customer journey with your service (1.3.5)
- There is an ongoing, strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this.





There are many and varied strategies in place to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained. Throughout the review there was strong evidence that a wide range of consultation mechanisms are deployed, and results and actions are published, and this informs implementation where appropriate (2.1.1)

- You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity. Many examples of this, including the review of Playful Pedagogy in Primary One and the Early Levels were evidenced at this assessment visit (2.1.2)
- The authority has high levels of training in respect of Data Protection and Information Security to protect the privacy of customers. The Department has ensured that staff have been appropriately trained around the legislation in respect of Child Protection and Data Sharing (2.1.5)
- Staff are empowered to act in a person-centred and customer focused way. As well as evidence from survey results there were many examples at this assessment. Staff were very confident and able to explain and answer questions about their work. Staff demonstrated high levels of understanding as to why certain practices were being implemented and could explain this in a user-friendly way (2.1.6)
- At this review, you were able to evidence a strong customer focus in relation to recruitment and training. In particular there was a detailed discussion including customers about the recruitment and training of those involved in the 'Growing Our Own' initiative (2.2.1)
- You continue to develop training and development for staff and evaluate the effectiveness of this and other interventions on customer focus and outcomes. You use a performance management system to provide constructive feedback on the customer focus delivered across the service (2.2.3)
- Customer facing staffs' insight and experience is incorporated into internal processes, policy development and service planning through a variety of channels. It was clear during the assessment that staff had a keen awareness of customer needs and preferences at both a macro and micro level. Staff are encouraged to utilise their in-depth knowledge of customers to provide tailored and personalised service delivery where appropriate (2.2.4)
- You were able to demonstrate that your information provision is comprehensive and that you communicate directly where any new initiative or practice is introduced. You tailor information to specific customer group where appropriate (3.1.1)



- You have improved the quality of your information to make it more accessible. This includes work on GLOW and increased use of such as video and networking opportunities (3.2.3)
- You have arrangements with Colleges to supply a wider range of opportunities to staff and pupils. This year the Assessor heard how partnership working with Colleges supported workforce development (3.4.1)
- You have continued your work with a range of partners such as local Colleges to provide greater choice and joined-up services. This not only includes teaching deliverables but also such as transport to and from other venues. It is clear in these instances who is accountable for the service. In the vocational programme, pupils and parents/ carers have a dedicated telephone number and staff team to contact (3.4.2)
- You support the local and wider community in several ways. Some examples include your ongoing commitment to the support for future generations of early learning centre and school staff. At this assessment, we discussed and saw evidence of your work with probationer teachers, modern apprenticeship and foundation apprenticeship participants. In addition, the Assessor noted your creative and pioneering work in attracting and developing staff for careers within early learning environments (3.4.3)
- You monitor and meet your performance standards and you tell your customers about your performance. East Renfrewshire continues to maintain its position as the highest performing mainland authority in national examinations. East Renfrewshire schools achieved very strong performance in all the key measures. 75% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5). Attainment in this measure remains considerably higher than the national average of 39%. The Higher results for S5 remained very strong, with 81% of young people in the authority achieving 1 or more, 67% achieving 3 or more and 45% achieving 5 or more Higher awards. At Advanced Higher in S6, the authority also achieved its best ever performance with 40.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from its previous record in 2017 (38.8%). You have detailed monitoring of performance and report on your performance at school and authority level and this is used to proactively manage and support pupils and staff (4.1.2)
- You have significantly developed and become engaged in more benchmarking and opportunities to learn from and contribute to good practice. You have a strong ethos and culture of being a learning organization and being involved in the wider educational environment is part of this. You are involved with a group of 8 Local Authorities and this has led to additional partnership working and the spread of good practice. You have examples of your good practice published on the National Improvement Hub (4.2.4)



- You were again able to demonstrate that you analyse customer feedback and complaints and act to fully understand such feedback, learn from any mistakes and implement corrective actions and improvements where appropriate. You do this at a local level, but this is also monitored at Head Office to ensure learning takes place and opportunities for continuous improvement and the spreading of Good Practice are not missed. Complaint trends and issues are again reported to and discussed by the Education Leadership Team who build any relevant issues into the Quality Assurance regime to ensure that issues are addressed across the authority (4.3.4)
- You have continued to develop your Family Friendly Accreditation scheme and Standards. You have also developed and provided training about the scheme and monitored its effectiveness (5.1.2)

## 8. ACTION PLANNING & NEXT STEPS

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The achievement of Customer Service Excellence is an ongoing activity and it is important that East Renfrewshire Council-Education Department continues to meet the elements of the criteria throughout the three years the hallmark is awarded for. Efforts must be made by Customer Service Excellence holders to continually improve their service.

We recommend that you develop an action plan based on the findings of this report. The action plan does not need to be a separate document and is likely to be more effective if the actions are embedded in your normal improvement and service developments plans.

We will undertake an annual review that will look at your continued compliance with the Customer Service Excellence. As part of the review we will also look at progress on any findings of the previous assessments.

In addition to reviewing progress outlined above, we will also review the services delivery, done so by following customer journeys.

For more information on the annual review please refer to our document “Building on your Customer Service Excellence success – Preparing for the annual review”.

Holders must inform SGS of any major changes in the service provision covered by the scope of the certificate. This includes reorganisation or mergers.

In addition, SGS must be informed should the certified service experience a significant increase in customer complaints or critical press coverage.



If you are in doubt at any stage, we strongly recommend contacting the Customer Service Team for advice on the significance of any service or organisational change, or issues surrounding customer complaints.

SGS will visit within the next 12 months for the annual review.

SGS recommends that East Renfrewshire Council-Education Department retains a copy of this report to aid continuous improvement, and as a reference document for future assessment reviews.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 28 MARCH 2019Report by Director of EducationREPORT ON PROGRESS OF HILLVIEW PRIMARY SCHOOL  
IN ADDRESSING AREAS FOR IMPROVEMENT FROM EDUCATION SCOTLAND  
REPORT**PURPOSE OF REPORT**

1. To inform members of progress made in Hillview Primary School in addressing the recommendations from the report by Education Scotland published in February 2017.

**RECOMMENDATION**

2. Elected members are asked to note and comment on the progress made by Hillview Primary School in addressing the recommendations made in the inspection report by Education Scotland.

**BACKGROUND**

3. Education Scotland inspected Hillview Primary School, then known as Springhill and Auchenback Primary School in December 2016, with the resulting report published in February 2017.

4. This was the first East Renfrewshire establishment to be inspected under the new self-evaluation framework; under the new arrangements Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement.

5. In assessing the indicators of quality in the school Education Scotland found three aspects of the work to be satisfactory, i.e. Leadership of change, Learning, teaching and assessment and Raising attainment and achievement. Ensuring wellbeing, equality and inclusion was judged to be good. The report is available on the Education Scotland website (a link is included below).

6. The report and action plan were the subject of a paper to Education Committee in March 2017 and elected members asked that an interim report on the school's progress be brought for consideration of progress within 12 months, i.e. by March 2018.

7. Elected members will recall that in June 2017 Education Committee agreed that the name of the school be changed from Springhill and Auchenback to Hillview Primary School.

8. Elected members considered the follow-through report in February 2018. Overall the school had made a promising start in meeting the recommendations from the Education Scotland report.

9. The Director of Education agreed to carry out a further follow-through review of Hillview Primary School within 12 months and report its findings to Education Committee.

## REPORT

10. The Quality Improvement Team has worked closely with the school to implement the action plan approved by elected members in March 2017 and the recommendations set out in the follow-through report. In particular the link quality improvement officer has supported the Head Teacher, depute head teacher and teaching staff to take the school forward.

11. A follow-through review was carried out by members of the Quality Improvement Team and two primary Head Teachers in January 2019.

12. All the activities set out in the action plan had been overtaken and were having a positive impact on experiences and outcomes for children.

13. The following key strengths were highlighted:

- Children were proud of their school, behaved well and were engaged in their learning.
- The strengthened senior leadership team had accelerated the pace of change across the school through empowering staff to achieve the school's shared vision.
- Staff commitment to work together and learn from each other to improve outcomes and raise attainment for all learners.
- Improvements in learning and teaching, including the successful implementation of playful pedagogy.

14. The department is pleased that from 2016-17 to 2017-18 there was a significant improvement in the Curriculum for Excellence levels; the 2017-18 performance was the highest to date in all four curricular areas.

15. Overall the school has now made good progress in meeting the recommendations from the Education Scotland report and the subsequent follow-through of November 2017; very good progress had been made in relation to the leadership of change.

16. The review team did identify a small number of areas for development; these will be addressed through the school's improvement plan for session 2019-20. The school will continue to be supported and challenged by the Quality Improvement Team to ensure continuous improvement.

17. The school will report on its progress with the improvement plan and the impact made in bringing about further improvement through its annual Standards and Quality Report.

18. The Director of Education is confident that the Head Teacher and school staff will continue to improve the attainment and experiences of the pupils in Hillview.

## FINANCE AND EFFICIENCY

19. The school will meet any costs associated with its improvement plan from within its own devolved resources.

## RECOMMENDATION

20. Elected members are asked to note and comment on the progress made by Hillview Primary School in addressing the recommendations made in the inspection report by Education Scotland.

Mhairi Shaw  
Director of Education  
28 March 2019

### Convener Contact Details

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Local Government Access to Information Act 1985

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### Background papers

Education Scotland Report on Springhill and Auchenback Primary School

<https://education.gov.scot/assets/inspectionreports/springhillandauchenbackpsins070217.pdf>

Name Change for Springhill and Auchenback Primary School Barrhead

<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=20406&p=0>

Follow-through report to Education Scotland Inspection – November 2017

<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=21765&p=0>

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