

**Department of Corporate and Community Services**

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Date: 7 June 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, 13 June 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. **Education Scotland Report on St. Ninian’s High School – Report by Director of Education (copy attached, pages 3 - 8).**
4. **Gaelic Language Plan – Report by Director of Education (copy attached, pages 9 - 32).**
5. **Early Learning and Childcare Annual Report – Report by Direct of Education (copy attached, pages 33 - 52).**
6. **Presentation; Everyone Attaining, Everyone Achieving Through Excellent Experiences; Role of the Quality Improvement Team.**

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EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

13 June 2019

Report by Director of Education

EDUCATION SCOTLAND REPORT ON  
ST NINIAN'S HIGH SCHOOL

**PURPOSE OF REPORT**

1. To inform elected members of the outstanding report by Education Scotland on St Ninian's High School.

**RECOMMENDATIONS**

2. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on St Ninian's High School; and
- b) commend the school's achievements by awarding it accreditation from May 2019 until May 2022.

**BACKGROUND**

3. St Ninian's High School was inspected by a team from Education Scotland in January 2019. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?* (4<sup>th</sup> edition).

4. Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement. The report was published in June 2019 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

**REPORT**

5. In assessing the indicators of quality in the secondary school Education Scotland found two aspects of the work to be very good, i.e. learning, teaching and assessment and ensuring wellbeing, equality and inclusion. Inspectors evaluated the other two quality indicator as excellent i.e. leadership of change and raising attainment and achievement. The evaluations are included in Appendix 2.

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

- The climate of aspirations in the school, underpinned by gospel values, the Catholic faith, mutual respect and nurturing relationships.

- The motivation and determination of the young people to flourish in a wide range of situations and their great respect for learning.
- Highly effective leadership of all staff; their team work and commitment to undertaking a range of professional learning.
- The role of the senior leadership team in driving change that enables sustained and outstanding outcomes for young people in attainment and achievement over time.
- The impact of a wide range of partners who are integral to developing the curriculum.

7. This is outstanding report on an East Renfrewshire school and the judgements made by Education Scotland are very close to the department's evaluation of the quality of provision. St Ninian's is the first secondary school in Scotland to achieve an evaluation of excellent for raising attainment and achievement.

8. The department is especially pleased that the leadership of the head teacher was noted in the letter to parents/carers as one of the key strengths, *'The headteacher's strategic planning of the school is excellent. His leadership has resulted in a school with aspects of the very best practice.'*

9. The inspection team agreed one area of improvement with the school and Education Department:

- Continue improving the school as identified in the school's improvement plan. This should include developing further the consistency of approach in high-quality learning, teaching and assessment.

10. Given that the school has been judged to be excellent in two indicators assessed by Education Scotland there is no need for an additional action plan to address the area for improvement as noted above. The school will continue to use the results of its own self-evaluation to identify priorities for improvement which will be published in its annual standards and quality report and school plan.

11. The department will continue to work in partnership with the head teacher and staff to share the sector leading practices with other schools within East Renfrewshire and across Scotland.

12. Education Scotland will make no further reports in connection with the inspection of St Ninian's High School and the Education Department recommends that the school be accredited for its achievements. This will mean that the authority will not carry out any formal quality assurance activities in St Ninian's for a period of 3 years from the date of publication of the report, i.e. until June 2022.

## **FINANCE AND EFFICIENCY**

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

## **RECOMMENDATIONS**

14. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on St Ninian's High School; and

- b) commend the school's achievements by awarding it accreditation from May 2019 until May 2022.

Mhairi Shaw  
Director of Education  
13 June 2019

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

Report Author

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Appendix

1. Education Scotland report on St Ninian's High School

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4 June 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited St Ninian's High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher's strategic planning of the school is excellent. His leadership has resulted in a school with aspects of the very best practice. Together with his senior leadership team, the headteacher has driven well-paced change to enable sustained and outstanding outcomes for young people over time.
- Staff as a team are very effective leaders of continuous improvement. They are committed to undertaking a range of professional learning, much of which is based on them learning with, and from, each other. Senior leaders are adept at recognising how staff's skills can contribute effectively to the leadership of the school.
- Young people are very successful in securing outstanding outcomes in attainment and achievement. They show a great respect for learning, with a high level of motivation and determination to flourish in a wide range of situations.
- There is a climate of aspiration in the school, which promotes that there is no limit to what can be achieved for the young people of St Ninian's High School. This is underpinned by gospel values, the Catholic faith, mutual respect and nurturing relationships. Young people feel they have extensive opportunities to achieve their potential, and develop their wellbeing.
- The headteacher, senior and middle leaders, and staff have a very effective focus on using information on young people's progress to develop a wide range of learning pathways. They have used the national programme, Developing the Young Workforce in an excellent way to prepare young people for employment. Partners such as parents, the church, employers, Skills Development Scotland, former pupils, colleges, universities and associated primary schools are integral to developing the curriculum.

The following area for improvement was identified and discussed with the headteacher and representatives from East Renfrewshire Council.

- Continue improving the school as identified in the school's improvement plan. This should include developing further the consistency of approach in high-quality learning, teaching and assessment.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for St Ninian's High School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>excellent</b>
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Raising attainment and achievement</b>	<b>excellent</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
<https://education.gov.scot/inspection-reports/east-renfrewshire/8602433>

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Joan C. Esson  
 HM Inspector



EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE13 June 2019Report by Director of EducationGAELIC LANGUAGE PLAN**PURPOSE OF REPORT**

1. To update elected members in relation to the progress with the Gaelic Language Plan for East Renfrewshire Council.

**RECOMMENDATION**

2. Elected members are asked to note the updated content and timescales of the Gaelic Language Plan for East Renfrewshire.

**BACKGROUND**

3. The draft East Renfrewshire Gaelic Language Plan 2015-2019 was developed following consultation with colleagues across the Council and with support from the nominated officer from the Bord na Gaidhlig.
4. The draft plan followed the recommendations contained in the National Gaelic Language Plan 2012-2017 and the associated guidance. It was approved by Cabinet in June 2015.
5. Following approval by Cabinet, the draft plan was offered for comment by East Renfrewshire residents for a period of 12 weeks from June 2015 to September 2015. The plan was then submitted to Bord na Gaidhlig for approval.

**REPORT**

6. The updated Gaelic Language Plan 2017-2022 is attached as Appendix 1. It has been updated following feedback from Bord na Gaidhlig; timescales have also been amended accordingly.
7. Bord na Gaidhlig approved the amended version of the draft plan on 1 October 2018. The final version of the plan is available on the Council website
8. A corporate working group has been set-up to support the Council to implement, monitor and report on progress with the plan. The group will meet twice a year and will include officers from relevant departments across the Council, i.e. Education (Chair), Environment and Corporate and Community Services.
9. The plan will also be monitored on an annual basis by way of a report to the Education Committee. Thereafter the report will be made available to the public on the Council

website and sent to the Bòrd na Gàidhlig for information. The first progress report is due in October 2019.

## FINANCIAL AND EFFICIENCY IMPLICATIONS

10. As noted in the June 2015 report, there will be financial implications for the Council in order to fulfil the commitments in the plan. However, there are various funding opportunities, including Scottish Government funding, to support the development of Gaelic and the delivery of Gaelic plans.

## RECOMMENDATION

11. Elected members are asked to note the updated content and timescales of the Gaelic Language Plan for East Renfrewshire.

Mhairi Shaw  
Director of Education  
13 June 2019

### Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

### Report Author

Mark Ratter, Head of Education Services (Quality Improvement and Performance)

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### Background Reports

Draft Gaelic Language Plan, 25 June 2015

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=14711&p=0>

### Appendix

Appendix 1

East Renfrewshire Gaelic Language Plan 2017-2022



## **East Renfrewshire Council**

### **Gaelic Language Plan**

*This plan has been prepared under Section 3 of the Gaelic Language (Scotland) Act 2005 and is a 5 year plan (2017 – 2022)*

Foreword from Chief Executive

*East Renfrewshire Council is happy to make a commitment to the use and promotion of the Gaelic Language in recognition of its status as one of Scotland's national languages.*

*The proposals outlined in our plan will contribute to developing and sustaining the language and its place in Scotland's heritage.*

*East Renfrewshire Council has a similar percentage of Gaelic speakers to the national average. This plan is an opportunity to promote and encourage the learning and use of the Gaelic language.*

*Our Gaelic Language Plan has been prepared in accordance with statutory criteria set out in the Gaelic Language (Scotland) Act 2005 and with regard to the National Plan for Gaelic 2012 – 2017.*

Lorraine McMillan  
Chief Executive  
East Renfrewshire Council

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## Contents

- **Chapter 1 – Introduction**
  - Description of public authority
  - Gaelic in the authority’s area of operation
  - Approval of our Gaelic language plan
- **Chapter 2 – Core Commitments**
  - Identity
  - Communications
  - Publications
  - Staffing
- **Chapter 3 – Policy Implications for Gaelic:**
  - Implementing the National Gaelic Plan
- **Chapter 4 – Implementation and Monitoring**

### **Summary**

East Renfrewshire Council recognises that Gaelic is an integral part of Scotland’s heritage, national identity and cultural life.

The Council is committed to the objectives set out in the *National Gaelic Language Plan*.

East Renfrewshire Council recognises that the position of Gaelic is extremely fragile and if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of government, the public and private sectors, community organisations and individual speakers is required to:

- *enhance the status of Gaelic;*
- *promote the acquisition and learning of Gaelic;*
- *encourage the increased use of Gaelic.*

This is East Renfrewshire Council’s Gaelic Language Plan prepared within the framework of the Gaelic Language (Scotland) Act 2005. It sets out how we will use Gaelic in the operation of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will promote and develop Gaelic.

East Renfrewshire Council’s Gaelic Language Plan has been prepared in accordance with statutory criteria set out in the 2005 Act, and with regard to the *National Gaelic Language Plan* and the *Guidance on the Development of Gaelic Language Plans*.

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## **Structure of the Gaelic Language Plan**

The key components of our Gaelic Language Plan are:

### ***Chapter 1 – Introduction***

This chapter provides the background and context relating to the preparation of Gaelic Language Plans under the 2005 Act and the structure of East Renfrewshire Council's main areas of operation. It also provides a summary of the demography of the Gaelic language and Gaelic community activity within the authority's area.

### ***Chapter 2 – Core Commitments***

This chapter sets out how East Renfrewshire Council will use, and enable the use of, Gaelic in relation to our main business functions. It covers key areas of operation such as corporate identity, signage, communication with the public and the use of Gaelic on our website. This chapter sets out *the basic minimum level* of Gaelic language provision to which we are committed to providing in the lifetime of the Plan. All commitments, targets and timescales within the Plan are captured within this chapter.

### ***Chapter 3 – Policy Implications for Gaelic: implementing the National Gaelic Language Plan***

Chapter 3 sets out how East Renfrewshire Council will help implement the *National Gaelic Language Plan*. It also shows how we intend promoting the use of Gaelic in service planning and delivery.

### ***Chapter 4 – Implementation and Monitoring***

This chapter outlines how the implementation of our Gaelic Language Plan will be taken forward, and how implementation and outcomes will be monitored.

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## CHAPTER 1 - INTRODUCTION

### Setting the Context for Developing Gaelic Language Plans

*The Gaelic Language (Scotland) Act 2005 and the issuing of a notice:*

The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament with a view to securing the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language.

One of the key features of the 2005 Act is the provision enabling Bòrd na Gàidhlig to require public authorities to prepare Gaelic Language Plans. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising its status and profile and creating practical opportunities for its use.

*Consultation on a draft Gaelic Language Plan:*

The 2005 Act requires public bodies to bring the preparation of its Gaelic Language Plan to the attention of all interested parties. East Renfrewshire Council has undertaken consultation on the draft of its Gaelic Language Plan and has taken into account representations made to it during the consultation process.

*Approval of East Renfrewshire Council's Gaelic Language Plan:*

East Renfrewshire Council's draft Gaelic Language Plan will be submitted to Bòrd na Gàidhlig for approval in June 2017.

### Overview of East Renfrewshire Council and the use of Gaelic within our area of operation

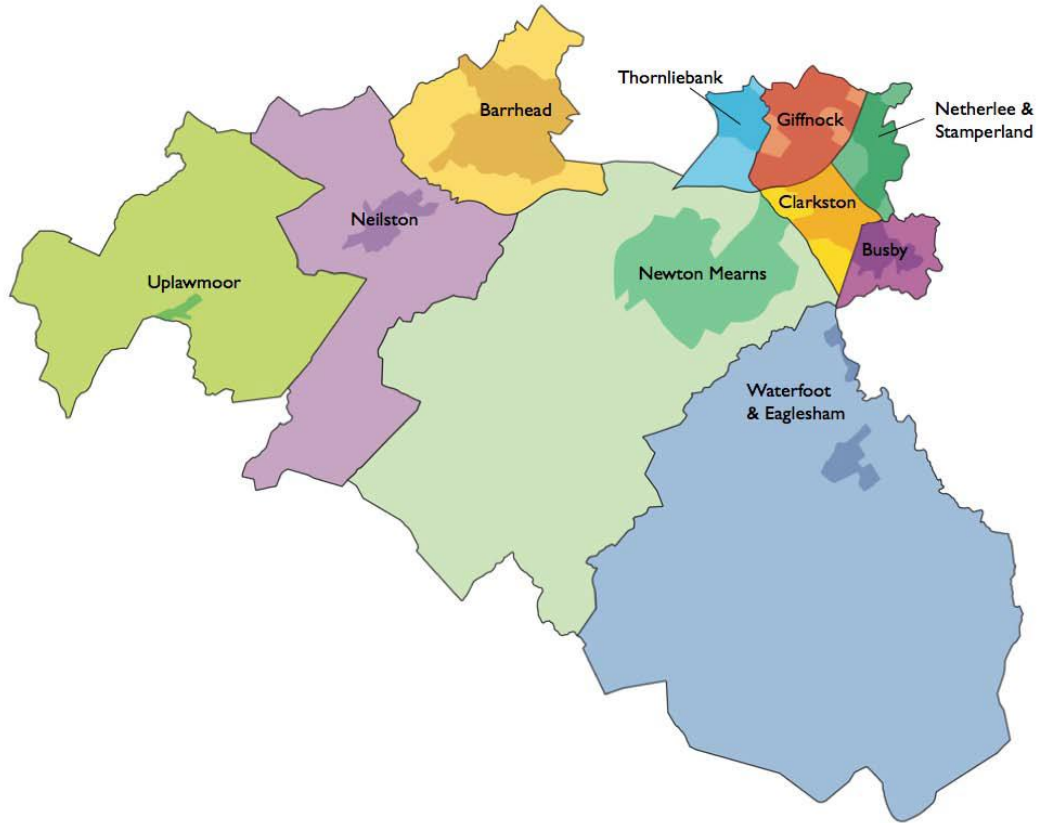
East Renfrewshire is situated to the south of the city of Glasgow. It covers an area of 17,400 hectares; 75% of which is rural land. The town of Barrhead lies to the west of the authority with Newton Mearns, Clarkston, Giffnock, Thornliebank and Busby located in the east. There are three bustling villages: Neilston and Uplawmoor in the west, Eaglesham in east and two smaller settlements: Waterfoot and Shillford.

Our residents are very happy with the quality of life in East Renfrewshire. There are high levels of satisfaction with the area and this has been increasing steadily in recent years. Overall 93% of 699 local residents sampled in the *18th Citizens Panel Survey* were satisfied or very satisfied with East Renfrewshire as a place to live in 2012/13, 44% were very satisfied and 49% satisfied.

We have a thriving 3rd sector in East Renfrewshire that contributes to life, well-being and economic development of the area. Our residents contribute a significant amount of their time to design and delivery of 3rd sector services and activities – a growing aspiration across our sector and within our communities.

There is no Gaelic strand to the 3rd sector at present

Map showing geographical area of East Renfrewshire



The Council comprises of 5 key departments –

- Chief Executive
- Corporate and Community Services
- Education
- Health and Social Care Partnership
- Environment

The Directors within these Departments meet regularly with the Chief Executive as a Corporate Management Team.

The main Council offices are located in Eastwood Park (where the Chief Executive's department is based) and Barrhead Main Street.

The Community Plan reflects the most important priorities of our residents. It is the core strategic document for the East Renfrewshire Community Planning Partnership (CPP) as we work to deliver excellent services that focus on the delivery of outcomes. The Community Plan is a key demonstration of our commitment to the people of East Renfrewshire and sets out the outcomes we plan to achieve.

The Community Plan encompasses the work of all statutory community planning partners, other key public sector agencies and the voluntary and business sectors. It sets out the overarching context for partnership working in East Renfrewshire and it is the cornerstone of the relationship between the Scottish Government and East Renfrewshire Community Planning Partnership. It sets out how local services will work together to create stronger and fairer communities together with the people of East Renfrewshire.

The plan includes Fairer East Ren. This part of the plan has a clear focus on tackling inequalities across East Renfrewshire. Working with our communities we have identified clear priorities for making East Renfrewshire a fairer place.

The Community Plan, including Fairer East Ren, sets out the priorities and context for partnership working in East Renfrewshire to ensure all of the plans and strategies of the CPP are working towards the same aims.

Through these plans all local public sector partners are committed to making East Renfrewshire the best place to live and work. The full Community Plan document can be accessed by following the link below:

<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=22811&p=0>

#### Gaelic within the authority's area of operation

East Renfrewshire Council does not have a large Gaelic speaking community. The 2011 census indicated that, across the council area, 0.997% (874 people) of those aged 3 and over, have some Gaelic language skills.

Area	All people aged 3 and over	Understands but does not speak, read or write Gaelic	Speaks, reads and writes Gaelic	Speaks but does not read or write Gaelic	Speaks and reads but does not write Gaelic	Reads but does not speak or write Gaelic	Other combination of skills in Gaelic	No skills in Gaelic
<b>East Renfrewshire</b>	<b>87685</b>	<b>252</b>	<b>306</b>	<b>193</b>	<b>50</b>	<b>60</b>	<b>13</b>	<b>86811</b>
Barrhead	16838	26	41	34	7	9		16721
Busby	3155	3	9	7	3	1	1	3131
Clarkston	9019	30	33	21	6	8	1	8920
Eaglesham	2995	20	13	7	5		1	2949
Giffnock	11809	41	51	31	6	12	1	11667
Neilston	5162	14	19	11	4	1	3	5110
Netherlee	4414	19	28	4	1	1	1	4360
N'ton Mearns	23493	62	80	55	13	17	3	23263
Stamperland	3477	10	10	5	2	1		3449
Thornliebank	3936	15	13	12	2	6	2	3886
Uplawmoor	534	2	1					531
Waterfoot	1250	6	5	2	1			1236
Outlying rural	1603	4	3	4		4		1588

We currently employ a Gaelic language development officer as a shared post with Inverclyde and Renfrewshire councils. We offer 5 community Gaelic language classes ranging from beginners to advanced and an additional conversational class which was introduced during 2015. These classes are for adult learners. We also work in partnership with Clann Gàidhlig, a Gaelic language and culture group based in the West of Scotland, to raise the profile and awareness of opportunities for Gaelic learning and cultural events.

Our Library service offers Gaelic Book Bugs sessions for under 5s.

We do not have existing provision within the authority for GME, GLE or GLPS. This academic session, 2016-17, we are providing financial support to transport 10

primary pupils and 6 secondary pupils to the Glasgow Gaelic school and 1 primary pupil to the Mount Cameron Gaelic facility in South Lanarkshire. This number is considerably lower than it has been in previous sessions. This provision will continue to be offered.

## CHAPTER 2 - CORE COMMITMENTS

East Renfrewshire Council will demonstrate equal respect for Gaelic and English regarding all bilingual services provided. All Gaelic services and provision will be actively offered and regularly promoted.

In its statutory Guidance on the Development of Gaelic Language Plans, Bòrd na Gàidhlig notes that creating the right environment for the use of Gaelic in public life is one of the key components of language regeneration. The Bòrd has identified four core areas of service delivery that it wishes public authorities to address when preparing Gaelic Language Plans:-

Identity:	corporate identity signage
Communications:	reception telephone mail and e-mail forms public meetings complaints procedures
Publications:	public relations and media printed material websites exhibitions
Staffing:	training language learning recruitment advertising

This section of the plan will detail the public authority's core commitments in relation to the Bòrd's "Guidance on the Development of Gaelic Language Plans".

Each function is structured as follows:

1. Information on current practice
2. Key areas of development
3. Targets
4. Timescale
5. Lead

## Section 1 - Identity

### Rationale:

The presence of Gaelic in the corporate identity and signs of a public authority greatly enhances the visibility of the language, increases its status and makes an important statement about how Gaelic is valued and how it is given recognition. Developing the use of Gaelic through signage can also enrich the vocabulary of Gaelic users, raise public awareness of the language and contribute to its development.

***East Renfrewshire Council recognises the importance of extending the visibility of Gaelic and increasing its status.***

Current Practice	Actions	Target Date	Lead
<u>Corporate Identity</u> East Renfrewshire Council does not have an agreed policy for the use of Gaelic in its corporate identity	We will develop a policy regarding how and where Gaelic will be used in our corporate identity and will actively promote the profile of Gaelic. We will render the corporate logo bilingual (Gaelic and English) at the earliest opportunity, thus demonstrating equal respect for Gaelic and English	2019 and then over the lifetime of the plan	Corporate and Community Services
<u>Signage</u> East Renfrewshire Council does not have a policy for use of Gaelic in its signage	Where and when signage is due to be replaced, these will be in Gaelic and English, demonstrating equal respect for both languages	Over the life of the plan	Environment Department

## Section 2 – Communications

### Rationale:

The use of Gaelic at the initial point of contact that members of the public have with a local authority increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, it also creates opportunities for its practical use

and encourages members of the public to use Gaelic in subsequent dealings with the public authority.

The use of Gaelic in interactions with the authority by mail, e-mail and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is possible and welcome. The presence of Gaelic in a wide range of bilingual forms and Gaelic only forms can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic forms, applications and similar documents, can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology, thus helping the development of the language itself.

***East Renfrewshire Council recognises the importance of creating opportunities for the practical use of Gaelic in a wide range of everyday situations and is committed to increasing its level of provision in this area as appropriate and relevant and where resources allow***

<b>Current Practice</b>	<b>Actions</b>	<b>Target Date</b>	<b>Lead</b>
<u>Complaints procedure</u> East Renfrewshire Council offers a Gaelic translation service regarding complaints procedures	A Gaelic translation of our complaints procedures will be available on request and will be actively offered	During 2019 and over the lifetime of the plan	Corporate and Community Services
<u>Reception</u> East Renfrewshire Council does not at present provide a Gaelic element to its reception service	Guidance and training to be given to staff on how to treat enquiries from Gaelic speakers. This service will be actively offered	Over the lifetime of the plan	Corporate and Community Services/Education Services
<u>Telephone</u> East Renfrewshire Council does not at present provide a Gaelic element to its telephone service	Guidance and training will be provided for reception staff in Gaelic awareness. This service will be actively offered. Training in Gaelic language skills will be offered to staff who express an interest	Over the lifetime of the plan	Corporate and Community Services/Education Services
<u>Mail and Email</u> East Renfrewshire Council does not at present provide a Gaelic element to its mail and email services	We will offer a commitment that written communications received in Gaelic will receive a reply	During 2019 and over the lifetime of the plan	All Services as appropriate

	in Gaelic		
<u>Forms</u> East Renfrewshire Council does not at present provide a Gaelic element to forms	We will offer a commitment to accept forms completed in Gaelic	During 2019 and over the lifetime of the plan	Corporate and Community Services
<u>Public Meetings</u> East Renfrewshire Council does not at present provide an interpretation service at public meetings	Where notice of 3 weeks is given, we will provide an interpreter service for key public meetings. This service will be actively offered	From 2019 and over the lifetime of the plan	Corporate and Community Services

### Section 3 – Publications

#### Rationale:

The use of Gaelic in a range of printed material can assist Gaelic development in a variety of ways. It helps increase the visibility of the language, it enhances Gaelic's status by being used in high profile publications, and it can help develop new and enhance existing terminology. The use of Gaelic in the media helps demonstrate a public authority's commitment to making important information available through the medium of Gaelic, as well as enhancing the visibility and status of the language. As more people access information about public authorities through their websites, making provision for the use of Gaelic can significantly enhance the status and visibility of the language.

***East Renfrewshire Council is committed to increasing the use of Gaelic in these areas where the subject matter is of most interest to the general public or relates specifically to Gaelic issues.***

Current Practice	Actions	Target Date	Lead
<u>Public relations and the Media</u> East Renfrewshire Council does not at present have an identified member of staff to deal with this.	Training in responding to enquiries will be offered to identified staff within Corporate Communication services  Gaelic versions of relevant high profile press releases to be made available	Over the lifetime of the plan	Corporate and Community Services
<u>Printed Material</u> East Renfrewshire	Gaelic versions of	Over the	Corporate and

Council does not at present have a policy on publishing material in Gaelic	selected printed materials, and in particular those relating to Gaelic developments, to be made available on request. This service will be actively offered	lifetime of the plan	Community Services
<u>Websites</u> East Renfrewshire Council does not have Gaelic provision at present within the Council website	A Gaelic element of the website to be developed demonstrating equal respect for both English and Gaelic	During 2019 and then over the lifetime of the plan	Corporate and Community Services
<u>Exhibitions</u> East Renfrewshire Council does not at present provide a Gaelic element to any exhibitions	Aspects of information regarding exhibitions will be provided in Gaelic demonstrating equal respect for both English and Gaelic	By the end of 2019 and then over the lifetime of the plan	All services as appropriate

#### Section 4 – Staffing

##### Rationale:

In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning for staff helps promote adult Gaelic learning and promotes Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is a designated skill will contribute greatly to the status of the language and to identifying it as a positive skill to acquire.

At present no information exists relating to the number of East Renfrewshire Council employees who can speak, read, write or understand Gaelic. An action within this Gaelic language plan is to audit and monitor this.

The use of Gaelic in advertising also helps recognise that Gaelic should be used in public life and that Gaelic users have an important role to play within a public authority. Whatever the level of Gaelic skills required it is important that authorities ensure that Gaelic is a genuine occupational requirement. Authorities should adopt and apply objective criteria to ensure appointments are made in each case on a fair and consistent basis, and reflect the identified skills needs of the post.

***East Renfrewshire Council recognises the importance of seeing Gaelic as an important job skill and of identifying situations in which its use is essential or desirable. East Renfrewshire Council also recognises the importance of enabling staff to develop their Gaelic skills if they wish to do so.***



Current Practice	Actions	Target Date	Lead
<u>Training</u> East Renfrewshire Council does not currently offer Gaelic awareness or Gaelic language training to staff	We will carry out an online audit to identify the number of Gaelic speakers within the organisation and will repeat this on a regular basis  We will offer Gaelic language skills training for staff involved in the implementation of the Gaelic Language Plan thus demonstrating equal respect for Gaelic and English.	During 2019 and over the lifetime of the plan  During 2019 and then over the lifetime of the plan	Corporate and Community Services/HR/ Education Services
<u>Language learning</u> East Renfrewshire Council does not at present offer Gaelic language learning for staff across services	We will actively promote Gaelic language learning and its benefits with staff across services	Over the lifetime of the plan	Corporate and Community Services/ Education Services
<u>Recruitment</u> East Renfrewshire Council does not at present make provision for Gaelic in recruitment processes	Where Gaelic language skills are essential or desirable, this will be included in the relevant documentation	During 2019 and over the lifetime of the plan	HR
<u>Advertising</u> East Renfrewshire Council does not at present make provision for the inclusion of Gaelic in advertisements	Where a post requires Gaelic, the advertisement will be in both English and Gaelic demonstrating equal respect for both Gaelic and English	During 2019 and then over the lifetime of the plan	HR

## Chapter 3 – POLICY IMPLICATIONS FOR GAELIC: Implementation of the National Gaelic Language Plan

### Policy implications for Gaelic

East Renfrewshire Council recognises that the various priority areas identified in the National Gaelic Language Plan will be primarily implemented through our Gaelic Language Plan but that opportunities will arise to promote and develop the language through existing policy measures. East Renfrewshire Council will examine current policy commitments to identify areas where Gaelic can be pro-actively incorporated and the priorities of the National Gaelic Language Plan initiated through additional methods. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland.

In the formation, renewal and monitoring of policies, East Renfrewshire Council will ensure that the impacts on Gaelic will be in line with the National Gaelic Language Plan. Delivery of the plan's targets will be included in ERC's performance review and reporting process.

### Overview of the National Gaelic Language Plan

The National Gaelic Language Plan identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of priority action areas:

#### 1. *Language Acquisition*

Increasing the number of Gaelic speakers by ensuring the language is transferred within families and by securing effective opportunities for learning Gaelic, through:

- increasing the use and transmission of Gaelic in the home
- increasing the number of children acquiring Gaelic in the school
- increasing the uptake and availability of Gaelic-medium education
- increasing the number of adult Gaelic learners progressing to fluency

#### 2. *Language Usage*

Encouraging greater use of Gaelic, providing opportunities to use the language, and promoting access to Gaelic forms of expression, through:

- increasing the use of Gaelic in communities
- increasing the use of Gaelic in tertiary education and places of work
- increasing the presence of Gaelic in the media
- increasing the promotion of Gaelic in the arts
- increasing the profile of Gaelic in the tourism, heritage and recreation sectors

#### 3. *Language Status*

Increasing the visibility and audibility of Gaelic, enhancing its recognition and creating a positive image for Gaelic in Scottish public life, through:

- increasing the number of bodies preparing Gaelic Language Plans
- increasing the profile and prestige of Gaelic
- increasing the visibility and recognition of Gaelic

#### 4. *Language Corpus*

Strengthening the relevance and consistency of Gaelic and promoting research into the language, through:

- increasing the relevance and consistency of the Gaelic language
- increasing the quality and accessibility of Gaelic translations
- increasing the availability of accurate research information

### **Commitment to the Objectives of the National Gaelic Language Plan**

East Renfrewshire Council is committed to ensuring that the National Plan is implemented, and in this section we set out how we will contribute to that aim.

#### **1. Language Acquisition**

##### **Rationale:**

East Renfrewshire Council recognises that a sustainable future for Gaelic requires more people to learn the language and that attention requires to be focused on the home, education and adult learning as the key means of achieving this. We will take the following steps to help create a supportive environment for growing the number of Gaelic speakers in Scotland –

In the short term we will continue to pay for the transport of pupils who wish to pursue GME in other local authorities.

We will assess any requests for GME and determine the need for appropriate provision in line with the statutory guidance.

We will actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres.

We will ensure access to information about ERC's Gaelic educational provision is available to parents and the public.

We will give consideration to the inclusion of Gaelic within our 1+2 Languages strategy as part of our ongoing monitoring and evaluation of this strategy.

Objective	Actions	Target Date	Lead Service/Partners
Gaelic in adult learning	We will increase the number of beginners and advanced Gaelic language classes within the community	Over the lifetime of the plan	Education Services/Adult Learning
Gaelic in the Arts	An annual Gaelic event will take place and a participatory Gaelic workshop at the annual Early Years festival which will	Over the lifetime of the plan	Education Services/Culture and Leisure Trust

	include exposure to Gaelic language and culture.		
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## 2. Language Usage

### Rationale:

East Renfrewshire Council recognises that creating a sustainable future for Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We recognise the importance of enabling more people to use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

Objective	Actions	Target Date	Lead Service/Partners
Gaelic in Communities	We will continue to work with Clann Gàidhlig, a West of Scotland community Gaelic group, to provide community based events which promote Gaelic language and cultural awareness	Over the lifetime of the plan	Education Services/Adult Learning
Gaelic in the Workplace	Where Gaelic language skills are essential or desirable, this will be included in the relevant documentation  Where a post requires Gaelic, the advertisement will be in both English and Gaelic demonstrating equal respect for both English and Gaelic  We will provide information on the council website in both English and Gaelic demonstrating equal respect for both languages	During 2019 and over the lifetime of the plan	HR/Corporate and Community Services
Gaelic in Tourism, Heritage and Recreation	We recognise the importance of increased profile for Gaelic in these areas and will actively promote these via the council website	From the beginning of delivery of the plan	Corporate and Community Services
Gaelic in the Media	We will distribute and publish Gaelic versions of key statements alongside English versions	Over the lifetime of the plan	Corporate and Community Services

### 3. Language Status

#### Rationale:

East Renfrewshire Council recognises that the status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions which play an important role in our daily lives.

Objective	Actions	Target Date	Lead Service/Partners
Publication and delivery of a Gaelic language plan	We will liaise with council departments and services to ensure effective delivery of plan	Over the lifetime of the plan commencing from the date of approval of the plan by the Bòrd na Gàidhlig (1 October 2018)	All Council Departments and Services
Creating a positive image for Gaelic	We will actively raise the profile and prestige of Gaelic across council services	From 2019 and then over the lifetime of the plan	All Council Services
Increase visibility of Gaelic	We will increase the visibility of Gaelic across all council services through printed and online services	From 2019 and then over the lifetime of the plan	All Council Services

### 4. Language Corpus

#### Rationale:

East Renfrewshire Council recognises the need to strengthen the relevance and consistency of Gaelic, the importance of facilitating translation services and to promote research into the language.

- Gaelic Orthographic, Terminological and Place-name Development
- Gaelic Translation and Interpretation
- Gaelic in Surveys and Research

Objective	Actions	Target Date	Lead Service/Partners
Gaelic Orthographic, Terminological and Place - name development	We will actively promote the development of these and highlight through the council website. We will adhere to the guidance contained in the Gaelic Orthographic Conventions and from the Ainmean-Aite na h-Alba partnerships	Over the lifetime of the plan	All Services as appropriate
Gaelic	We will ensure that	During 2019 and	All Services as

Translation and Interpretation	key documents are available in Gaelic on request using translators with a proven track record and the appropriate level of skills	over the lifetime of the plan	appropriate
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## Chapter 4 – Implementation and Monitoring

### Timetable

This is a five year plan with key timescales and target dates identified throughout.

### Publicising the Plan

East Renfrewshire Council's Gaelic Language Plan will be published bilingually on East Renfrewshire Council's website demonstrating equal respect for Gaelic and English.

In addition, we shall:

- make copies of the plan available in our public offices and reception areas;
- make the plan known to employees via East Renfrewshire Council's Intranet;
- distribute a bilingual press release when the plan is published;

distribute copies of the plan to Non-departmental public bodies and agencies, agents and contractors;

distribute copies of the plan to Gaelic organisations;

distribute copies of the plan to other interested bodies; and

make copies available on request.

### Administrative arrangements for implementing the Gaelic Language Plan

After approval by the Bòrd na Gàidhlig, the plan will be regularly reviewed to ensure targets are being met, by the responsible officer(s).

### Overall responsibility

The Chief Executive of East Renfrewshire Council will ultimately be responsible for ensuring that the council delivers on the commitments made in the plan.

The officer with operational responsibility for the day-to-day operation of East Renfrewshire Council's Gaelic Language Plan is Marilyn Brennan, Quality Improvement Officer. Questions about the day-to-day operation of the plan should be addressed to:

Marilyn Brennan  
 Quality Improvement Officer  
 Education Department  
 East Renfrewshire Council  
 211 Main Street  
 Barrhead  
 G78 1SY

The Council will regularly encourage and update staff on their duties to support the delivery of the plan including third parties such as Voluntary Action and the ERC Culture and Leisure Trust. Queries about the day-to day operation of the plan should be directed to the Quality Improvement Officer with responsibility for Modern Languages.

**Individual Staff Members**

All employees will be provided with information on the content of this plan. Annual reports on the progress of the plan will be submitted to the Education Committee.

**Informing other organisations of the plan**

Information on the content of this plan will be provided to all community organisations across East Renfrewshire Council

**Resourcing the plan**

The majority of the activities within this plan will be resourced through existing budgets relevant to the responsible service. The Council will also actively seek external funding opportunities to enhance the delivery of and the objectives in the plan.

**Monitoring the implementation of the plan**

The plan will be monitored on an annual basis by way of a report to the Education Committee. Thereafter the report will be made available to the public on the council website and sent to the Bòrd na Gàidhlig for information.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 13 JUNE 2019Report by Director of EducationEARLY LEARNING AND CHILDCARE ANNUAL REPORT**PURPOSE OF THE REPORT**

1. The purpose of the report is to update members on the approaches taken to develop Early Learning and Childcare services. The report outlines the steps taken to improve further the quality, flexibility, accessibility and affordability of provision and experiences for young children.

**RECOMMENDATION**

2. Elected members are asked to note and comment on the contents as outlined in the paper.

**BACKGROUND**

3. The development of Early Learning and Childcare contributes to the Community Plan Strategic Outcome 1: All children in East Renfrewshire experience a stable and secure childhood and succeed.

4. The department's Early Learning and Childcare Strategy (2016-2020) details how we put quality at the heart of our service delivery by investing in our people to ensure a highly skilled and motivated workforce who are equipped to deliver high quality early learning and childcare; more effective support for parents and reduce the achievement gaps in early development for our most disadvantaged children.

5. The emphasis on quality is reiterated in the Education Department paper 'Advancing Excellence and Equity in Education in East Renfrewshire' (2016). The contribution of high quality Early Learning and Childcare that improves outcomes, reduces or prevents the need for future interventions and is delivered by highly qualified and skilled staff is recognised as fundamental to ensuring the vision of 'Everyone Attaining, Everyone Achieving, through Excellent Experiences'.

**REPORT*****Quality***

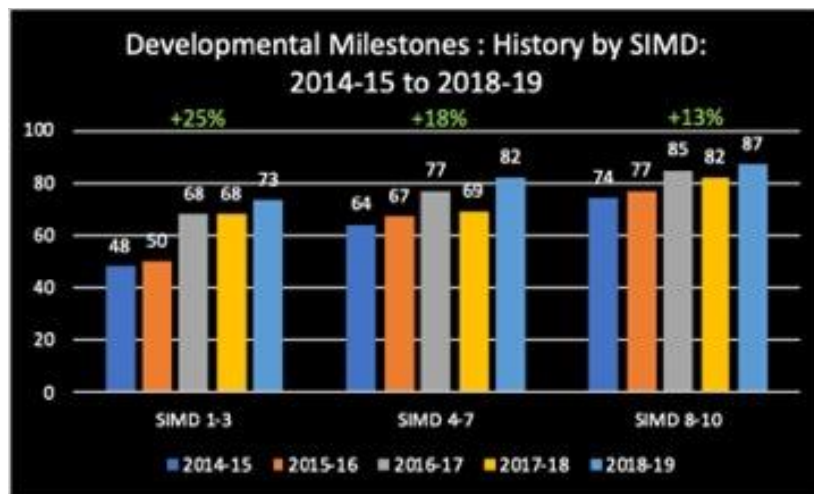
6. A key objective of the Early Learning and Childcare Strategy is to ensure that children in East Renfrewshire receive high quality Early Learning and Childcare.

7. The Care Inspectorate visited 7 local authority and 5 partnership nurseries between 1 April 2018 and 31 March 2019. These were the first inspections to be carried out using the new Health and Social Care Standards which were implemented in April 2018 following publication in June 2017. Almost all local authority establishments inspected were awarded evaluations of good, very good or excellent in the themes which were inspected from the

areas of Care and Support, Environment, Staffing and Management and Leadership. All partnership providers received grades of good or very good.

8. Since 2013-14 data has been gathered on the percentage of children achieving the expected levels of development on entry to primary 1. The following components are assessed: Attention, Speech, Expressive Language, Receptive Language, Communication, Gross Motor Skills, Fine Motor Skills and Behaviour. From 2014-2015 to 2018-19 there has been an increase in the proportion of children achieving their developmental milestones of 25%, 18% and 13% for deciles 1-3, 4-7 and 8-10 respectively. This has contributed to a reduction in the gap between the achievement of those from the most affluent, SIMD 8-10, and least affluent, SIMD 1-3 deciles, which has decreased from around 26% in 2014-15 to 14% in 2018-19. Chart 1 below provides more details on the Developmental Milestones History by SIMD.

Chart 1



This data suggests that the range of activities undertaken through the early years strategy to support early intervention and prevention are having a positive impact on children's development.

9. A Baseline Assessment has been in place since 2005-06 to assess children's attainment in literacy and numeracy on entry to primary one. In numeracy, performance has increased significantly over this period from 48% correct answers in 2005-06 to 57% in 2018 and has remained relatively consistent in each of the past 5 years. In general there is no significant gender gap when comparing the performance of boys and girls in numeracy; the gap in each of the last three years is negligible.

10. Performance in literacy has increased from 53% in 2005-6 to 60% in 2018; this has remained relatively consistent in each of the last 5 years. The poverty measured attainment gap in literacy, using SIMD as a characteristic, has reduced slightly from last year with the average standardised score for pupils residing in SIMD 1-3 and SIMD 4-7 increasing by 1 and 2 points respectively whilst those children residing in SIMD 8-10 remained unchanged.

11. East Renfrewshire Education Department and NHS Greater Glasgow and Clyde have collaborated in a joint initiative to support early years establishments to promote and nurture the language and communication development of all children. A team of quality improvement officers, educational psychologists and the Speech and Language Therapists have worked together to develop literacy standards for all early learning and childcare (ELC) settings in relation to speech, language and communication, recognising the importance of early

language development to child development, wellbeing and learning. This session four establishments have begun to work towards their accreditation. Teachers from the two settings who achieved Promoting and Nurturing Early Communication and Language accreditation in 2018 have joined the multi-agency team to support these settings through moderation and validation.

12. All our ELC establishments continue to offer excellent services for families. 100% of establishments have achieved Family Friendly Status at bronze level, with 100% of local authority establishments and 50% of funded providers achieving Family Centred Status at silver level. Two early learning and childcare establishments have been accredited with Family Centred Status at gold level with a further 8 planning to achieve this by June 2019.

### **Quality of the Early Years Workforce**

13. East Renfrewshire Council continues to invest in its current and future workforce to ensure that all our staff are highly skilled and motivated. This investment continues to take various forms including a focus on professional enquiry and CLPL.

14. A group of experienced leaders in our ELC settings and Primary Schools have continued to develop the '0-6 Pedagogy' online hub. This online resource provides staff in local authority and funded provider settings with an increasing range of high-quality learning materials which support the expansion to 1140 hours. The materials range from research articles, video clips, photographs and interviews with experienced practitioners. The accessibility of this resource is designed to enable all staff to access training independently and develop the specific skills, attributes, dispositions and knowledge necessary to deepen and support children's learning and development through effective pedagogy.

15. These resources were launched this session with live training sessions for nominated staff from each setting. They have since been viewed over a thousand times and will continue to be developed with a further focus on quality mealtimes, additional support needs and outdoor play.

16. Attendance at Senior and Depute Head of Centre forums remains high with staff reporting increased knowledge of and confidence in themes such as; Leading and Mentoring Teams, Children Leading Learning and the impact on children's experiences in nursery as we move towards 1140 hours of free ELC. Evaluations show that these forums have been vital in supporting middle leaders as they work with their staff teams to prepare for the expansion to 1140 hours. The focus on mentoring and leadership has been crucial to support existing staff in their role as mentors to the increasing numbers of trainees and newly qualified staff joining the workforce.

17. East Renfrewshire has continued with its commitment to every 3 and 4 year old child within a local authority nursery having daily access to a teacher. A peripatetic teacher was also funded from the Scottish Government additional graduate monies to support all East Renfrewshire children who attend a funded provider.

18. The aspiration of a graduate workforce (100% qualified staff) in early years continues to make significant progress in East Renfrewshire. The number of staff working in an early years setting holding, or working towards a degree level qualification has increased to 54, or 34% compared to a national average of 19%. The introduction of a PDA Childhood Practice Level 8 award delivered in partnership with Glasgow Kelvin College from August 2020 will further support this ambition.

19. Our staff continue to benefit from our involvement in the West Partnership (Glasgow City Region Education Improvement Collaborative). The West Partnership has formed a

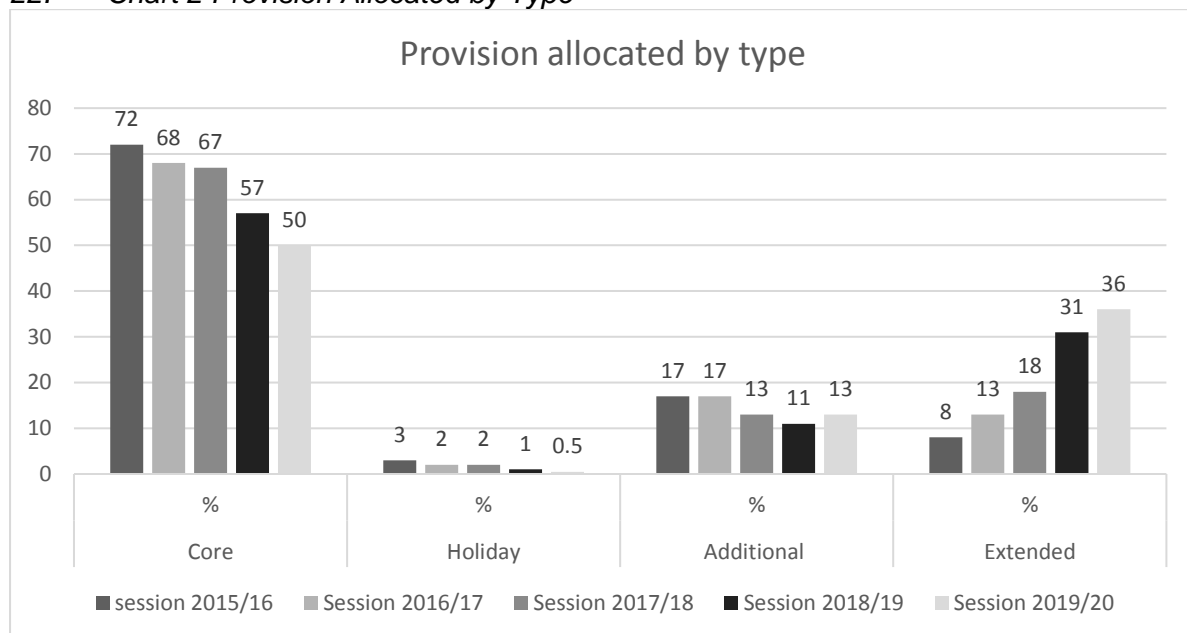
relationship with Edinburgh University, allowing us to access extremely high quality professional learning linked to current research, policy and theory underpinned by the principles of Friedrich Froebel, one of the earliest pioneers of early childhood education. To date eight members of early years staff have completed this course and a further 10 practitioners from ELC and Primary 1 commenced the programme during session 2018-19 ensuring that all of our Early Learning and Childcare settings have at least one member of Froebel trained staff.

## Flexibility

20. Since August 2015 the Education Department has continued to increase incrementally the flexibility on offer to parents to support with childcare, training and work commitments.

21. The models of delivery for 600 hours will be replaced by the new 1140 hours models from August 2020. Chart 2 shows the percentage of places allocated for each option using the 600 hours system.

22. *Chart 2 Provision Allocated by Type*



23. Since 2015 the proportion of parents choosing the familiar core hours option has steadily decreased and is now less than half (49.9%). The flexibility offered by holiday hours has also decreased as most parents who wish this service choose extended hours which is available over 48 weeks. The forthcoming session sees a further increase in the number of parents (36%) choosing our most flexible option, extended hours (full days).

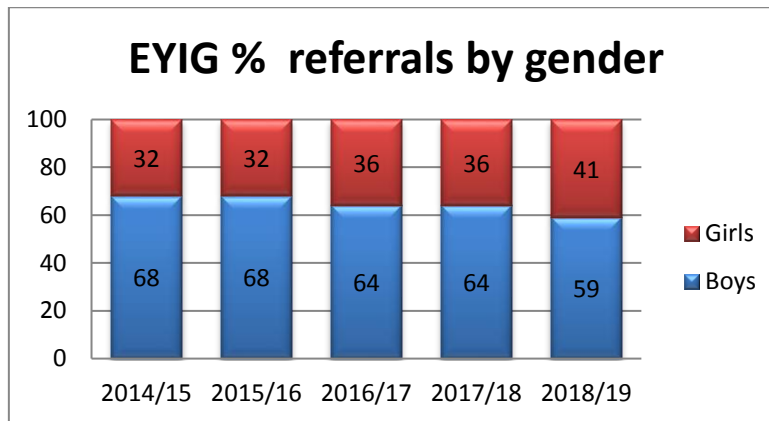
24. To support working families further we have introduced further flexibility for parents through the use of Parent Pay. The Parent Pay system allows parents to purchase, when available, additional hours of ELC on a needs basis. This approach was extended to two more settings where capacity allowed enabling the service to be used by 84 families.

25. The Early Years Intervention Group (EYIG) allows the department to respond and support children and families who need our help most, through the allocation of a range of services and resources. In session 2018-19, 192 referrals were made through the PRG, 19% received additional free early learning and childcare hours over their entitled 600 hours,

35% were allocated a nursery place prior to their entitlement, 3% were given a placement in the Preschool Assessment and Development Unit (PSADU), 6% were offered outreach service from PSADU, 18% were referred for further assessment / intervention with Educational Psychology Service, 2% were allocated to the Sensory Support Service and 30% referred to Family First. 14% of referrals resulted in no resource allocation being made.

26. Chart 3 below shows the breakdown of referrals by gender over the past five years. The gap between the proportion of boys and girls being referred to the group has reduced by half over this time from 36% in 2014-15 to 18% in 2018-19.

Chart 3



27. The Reaching Out Programme continued this year. This programme enables staff from the PSADU to work with staff in mainstream ELC settings, building their capacity and skills to support children who require additional support to develop social and interaction skills.

28. A total of 85 children applied to defer entry to primary school in session 2019-20, of these 77 have been granted an additional year of funded early learning and childcare. The number of requests for discretionary deferrals increased from 11 for session 2018-19 to 15 for session 2019-20, representing 18% of all deferral requests.

29. Discretionary deferrals are considered for those children born between the start of term in August and the end of December. A national campaign has raised the profile of a parent's right to seek a discretionary deferral for any child whose birthday falls between these dates. In order to address the issues raised by this increase in requests for discretionary funding the Deferred Entry to Primary School Guidelines have been reviewed (see Appendix 1). In addition a small group of staff, led by an educational psychologist is undertaking research to ensure that our practice reflects the most current evidence.

30. The department received 1 application from a parent wishing to apply for early entry to primary school. This application was unsuccessful.

## ACCESSIBILITY

31. Across the authority Early Learning and Childcare establishments provided 600 hours to all eligible 2, 3 and 4 year olds with a degree of flexibility as described above. Elected members will recall the paper brought to education committee on 31 January 2019 on the allocation of nursery places. It has been necessary to review the Priority Criteria to clarify the priority of children whose parents choose to defer their entry to primary school where funding has not been granted by the local authority.

<u>Priority Criteria</u>	
<u>Priority 1</u>	Child Protection, Prevention, Looked After and Additional Support Needs.
<u>Priority 2</u>	Deferred Entry to Primary School where the local authority has approved funding for an additional year of early learning and childcare.
<u>Priority 3</u>	Pre-school children within their allocated community as indicated by address.
<u>Priority 4</u>	Ante pre-school children within their allocated community as indicated by address a) and who have an older sibling attending the same nursery.
<u>Priority 5</u>	a) Pre-school children applying outwith their community (as indicated by address). b) Ante pre-school children applying outwith their community (as indicated by address).
<u>Priority 6</u>	Deferred Entry to Primary School where the local authority has not approved funding for an additional year of early learning and childcare and the costs will be met by parents.
<u>Priority 7</u>	Admission will be given to children resident out with East Renfrewshire whose parents make a request for: a) a pre-school place. b) an ante pre-school place.

*\*where the local authority has approved funding for an additional year of early learning and childcare*

32. The department continues to promote the entitlement of 600 hours Early Learning and Childcare for all eligible 2 year olds in partnership with our colleagues in the Early Years Improvement Team as part of the Early Years Strategy. Health Visitors, Family Nurse Partnership, Social Workers and Family First Workers are fully aware of the eligibility criteria and encourage families to apply for places. Places are allocated through a Local Admissions Panel (LAP).

33. A multi-agency improvement team has worked with the Scottish Government Quality Improvement Service to improve uptake of places for eligible two year olds through raising awareness and enhanced communication. From November 2018, parents in two key establishments, Arthurlie Family Centre and McCready Family Centre have become champions and have supported and promoted this work with other parents. To date 11 more eligible children have accessed a nursery place due to the work of this team.

34. For a sixth consecutive year, the council was able to meet the demand for places for eligible 2 year olds comfortably with 73 children allocated through the Local Admissions Panel or EYIG. As well as providing Early Learning and Childcare for eligible and vulnerable 2 year olds, where there was capacity to do so we were also able to support working families with the offer to purchase nursery places, with Arthurlie, Cart Mill, Glen, Madras and McCready Family Centres providing this opportunity. A further 58 children and families in this age group benefitted from this service. From August 2020 our capacity to sell places will diminish as all eligible two year olds will be entitled to 1140 hours.

35. Table 1 below details the capacity for two year olds for 2019/20.

Table 1

Establishment	Capacity
Arthurlie Family Centre (2 year old provision)	70 (35:35)
Cart Mill Family Centre (2 year old provision)	40 (20:20)
Glen Family Centre (0-3 provision)	100 (50:50)
Isobel Mair Family Centre (0-3 provision)*	40 (20:20)
Madras Family Centre (2 year old provision)	30 (15:15)
McCready Family Centre (0-3 provision)	94 (47:47)

*\*Within Isobel Mair Family Centre there is provision for children with Additional Support Needs.*

36. Detailed in Table 2 below is the capacity for 3 and 4 year olds in each local authority nursery for the current school session and the proposed capacity from August 2019.

Table 2

Establishment	Provision August 2018	Provision from August 2019
Arthurlie Family Centre	240 (120:120)	240 (120:120)
Busby Nursery Class	200 (100:100)	200 (100:100)
Braidbar Nursery Class	120 (60:60)	120 (60:60)
Calderwood Lodge Nursery Class	200 (100:100)	200 (100:100)
Carlubar Family Centre	180 (90:90)	180 (90:90)
Carolside Nursery Class	160 (80:80)	160 (80:80)
Cart Mill Family Centre	180 (90:90)	180 (90:90)
Crookfur Nursery Class	180 (90:90)	180 (90:90)
Eaglesham Nursery Class	112 (56:56)	112 (56:56)
Giffnock Nursery Class	60 (30:30)	60 (30:30)
Glenwood Family Centre	160 (80:80)	160 (80:80)
Hazeldene Family Centre	200 (100:100)	200 (100:100)
Isobel Mair Family Centre*	80(40:40)	48 (24:24)
Madras Family Centre	160 (80:80)	160 (80:80)
Maidenhill Nursery Class **	-	120 (60:60)
Mearns Nursery Class	120 (60:60)	120 (60:60)
Netherlee Nursery Class	200 (100:100)	200 (100:100)
St Cadoc's Nursery Class	-	120 (60:60)
Thornliebank Nursery Class	80 (40:40)	80 (40:40)
<b>TOTAL</b>	<b>2632</b>	<b>2840</b>

*\*Within Isobel Mair Family Centre there is provision for children with Additional Support Needs.*

*\*\*Maidenhill is being built for 120 physical places but in first year it is operating for 60 at any one time i.e. 60:60 for 600 hours*

37. To meet demand for 600 hours of entitled Early Learning and Childcare, the Council needs an average of 2300 preschool places for 3 and 4 year old children in any one year; however because of the requirement for flexibility there is a need to work in partnership with private and voluntary providers. This means that the department needs to commission places from the private and voluntary sector for East Renfrewshire children. This year we commissioned 350 places which were used by a maximum of 384 families.

38. The Statutory Guidance under the Children and Young People (Scotland) Act 2014, states that it is the responsibility of the local authority that a child resides in to secure an

Early Learning and Childcare place, however many parents are now securing provision for their children in neighbouring authorities to support with working or training arrangements.

39. East Renfrewshire Council has committed to a formal protocol within neighbouring authorities to allow us to support families wishing to access their ELC in this way. Levels of funding are agreed within resident local authority budgets. For the first time, in session 2018-19 the demand for cross boundary funding exceeded the available budget. However, we fulfilled our duty to provide early learning and childcare by offering available spaces within local authority settings.

40. The Scottish Government have introduced a Funding Follows the Child policy which will be implemented from August 2020. The principles of Funding Follows the Child are that parents can take some or all of their child's entitlement to funded early learning and childcare at a certain provider, they can expect to be able to do so provided that:

- the provider meets the National Standard
- the provider has a space available
- the provider is willing to enter into a contract with the local authority
- the provider is able to offer the funded hours in line with local ELC delivery plans

41. There is no expectation that local authorities will provide tailored ELC packages for every individual child. We have entered into partnership with a variety of funded providers, including childminders as well as offering our own provision, so that parents and carers can choose the type and pattern of provision that works best for their families. Where parents or carers are looking for a pattern or type of provision that the local authority concludes cannot be made available in a reasonable manner, the local authority is not obliged to offer it.

42. The Funding Follows the Child policy is intended to result in increased parental choice and responsiveness of the local funded ELC offer within a framework which promotes and safeguards high quality experiences for children. However, it means that local authorities can no longer set a specific budget for number of places they buy from specific funded providers, as doing so would limit choice and flexibility. This will have financial consequences for the department which will be considered through the Expansion Board.

43. A group of staff from the education department, and early learning and childcare settings, including funded providers, have begun to plan for the implementation of the Funding Follows the Child policy which will come into effect from August 2020. This will include working with colleagues in communications department to ensure that parents are fully informed about the choices available to them.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

44. The national Funding Follows the Child Policy as detailed in paragraph 42 will potentially have a significant impact on the department's budget. The department will continue to monitor parental choice and demand for places in funded providers to allow us to forecast the potential cost of this policy to East Renfrewshire Council.

45. All other financial related matters relating to this paper will be met from the department's devolved budget.

## **RECOMMENDATION**

46. Elected members are asked to note and comment on the contents as outlined in the paper.



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Director of Education  
June 2019

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Local Government Access to Information Act 1985

Background Papers

1. East Renfrewshire Education Department, Early Learning and Childcare Expansion Plan, Education Committee, 28 September 2017
2. East Renfrewshire Education Department, Education Committee: Towards 1140 hours of Early learning and Childcare Provision, Education Committee, 10 May 2018
3. East Renfrewshire Education Department, Progress of Expansion of Early Learning and Childcare, Education Committee, 14 June 2018
4. East Renfrewshire Education Department, Allocation of 1140 hours of Early Learning and Childcare, Education Committee, 31 January 2019

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## APPENDIX 1

**East Renfrewshire Council  
Education Department**

Deferring Entry to Primary School  
Guidance for Early Learning and Childcare Establishments and Primary Schools

1.0 *Context*

- 1.1 The duties placed upon education authorities in relation to arrangements for deferred entry to primary school are clearly outlined in the *Standards in Scotland's Schools Etc Act 2000, Section 34: Guidance on Pre-School Education* (The Act).
- 1.2 The Act states that education authorities have a duty to '*provide an additional year of free pre-school education*' for children whose birthday falls in January or February in the year that they would be starting primary school.
- 1.3 In the case of children whose birthday falls between the start of term in August to December, that is children not yet aged 5 years old when starting Primary 1, education authorities are required to exercise discretion as to whether an additional free year of preschool education be granted. Education authorities are expected to exercise this discretion in line with Annex B of Section 34 of the Act.
- 1.4 All children who are eligible for primary education must apply for a place at the preferred catchment primary school, regardless of an application or intention to defer entry. In East Renfrewshire, School Application Week takes place in January each year; details will be published in the local press, the Council's website and through social media.
- 1.5 The guidance calls for education authorities to issue information to parents and Head Teachers which ensures that '*the decision making process is clear, consistent and transparent and that it is effectively communicated*'.
- 1.6 The purpose of this paper is to clarify further, the key aspects contained in Annex B in the context of East Renfrewshire so that parents and early years staff are clear about their duty and responsibility in matters pertaining to deferring entry to primary school.

2.0 *Principles*

- Any decision to defer a child's entry to primary school should highlight the educational benefits to the child.
- Deferred entry considerations should be separate from the assessment of additional support needs.
- In profiling children's progress and achievements, early learning and childcare staff should have a sound awareness of the needs, abilities and dispositions of individual children.
- Early Learning and Childcare establishments should have existing mechanisms by which they share assessment information about children's progress with parents and carers.
- Early Learning and Childcare establishments work with parents to promote children's learning at home which includes key aspects of children's development

- Learning in the early stages of primary school is organised and planned to support an active and playful approach to learning and teaching
- Learning in the early stages of primary school capitalises on children's prior learning and previous experiences, and for that reason has become more individualised.
- There are effective arrangements in place between early learning and childcare establishments and associated primary schools to share information about children's learning and embed playful pedagogy across the early level to ensure continuity and progression for children in their learning.
- Parents are given information about deferring entry to school as part of the induction programme to nursery.

### 3.0 *Making an Application for Deferral*

- 3.1 Parents of children who attend an East Renfrewshire nursery are required to apply for deferral in January so that parents can advise the preferred primary school of this when they apply for a catchment place during school application week.
- 3.2 The Early Learning and Childcare Administration team will collate accepted requests and, by the end of February, ensure that this list is given to the officer who oversees school placement and placing requests.
- 3.3 *The process for making an application to defer is as follows:*

#### **For children whose birthday is January or February:**

- Head Teachers should make arrangements to have an individual consultation with parents in December to ascertain whether they intend to defer their child's entry to primary school. Such meetings can be included in routine parental consultations or may have to be specially arranged with parents.
- The discussion should centre around the child's progress since starting at nursery. The information contained in the child's profile should be used to inform the discussion. In particular early years staff should be prepared to discuss the key aspects of the child's learning and development such as their:
  - approach and attitude to learning
  - ability to communicate own needs, feelings and ideas
  - levels of independence and self help
  - emotional and personal development, including self-confidence and esteem
  - relationships and friendships with other children and adults
 Further detailed considerations are detailed in Appendix 1 of Annex B.
- Parents should be made clear about their option to defer but it should be stressed that any such decision should be made in terms of the educational benefit to the child. Where no clear benefit can be identified, parents should be encouraged to make the decision to send their child to primary school.
- Where a parent who wishes his/her child to start primary school but who has concerns over "readiness", the early learning and childcare establishment should advise the parent of the developmentally appropriate approaches taken in Primary One to ensure that all children are supported to learn at their own pace and in ways that are right for them. Children do not need to be ready for school, our schools are ready to meet the needs of all children who come join them.
- Where possible, it is considered best practice to involve the receiving primary school in such discussions.
- After careful consideration of all of the assessment information presented by the early years establishment, if the parent wishes his/her child to have a deferred

school year, the early years staff should assist the parent in completing the *Deferred Entry Application Form 1a – January/February Birthday* (Appendix 1). This form should be signed by the parent and by the Head Teacher. The early years establishment should forward this form to the Early Learning and Childcare Administration Team so that a nursery place can be secured.

- The Early Learning and Childcare Administration Team will formally acknowledge receipt of the application to defer together with a letter of formal acceptance. This will be sent to the parent in the first instance but will be copied to the pre-five establishment for filing.

#### 3.4 ***For children whose birthday is after the start of term in August, September, October, November, December:***

- Any questions regarding a child's development or learning which may impact them starting school should be identified at the earliest time through the normal profiling arrangements for children **before December** of the child's preschool year.
- Parents should be kept informed of such concerns through on-going mechanisms for involving parents in their child's education.
- It is likely that for children whose birthday falls in these months and for whom there are concerns, the child should be supported through the wellbeing planning process.
- The Head Teacher should arrange to meet with the parents if there are sound educational benefits for the child in having a deferred school year. Opportunities such as review meetings, wellbeing meetings and parents consultations should be used as the forum for such discussions.
- Where the parent is in agreement that a deferred school year is in the best interests of their child the early years establishment should assist the parents in completing *Deferred Entry Application Form 1b – Discretionary Place* (Appendix 2). This form should be completed and signed by the parent and a supporter. Supporters can be the nursery head teacher, educational psychologist or anyone else acting in a professional capacity.
- Any relevant information should be attached to this form eg. Wellbeing plan, psychological service assessment information or clinical report.
- Parents should be informed that a funded nursery place may be granted however, this is at the discretion of the Education Department. **If a funded nursery place is NOT granted parents may exercise their right to defer their child, however in this instance the parent would need to meet the cost of any further early learning and childcare.**
- The education department will inform parents in writing of the decision (Appendix 3).

#### 3.5 *Applying for a deferral for children who are not attending an East Renfrewshire Nursery.*

- All children must apply for a place at the preferred school for primary education.
- Parents of children who are not attending an East Renfrewshire Nursery should inform the primary school during School Application Week in January of their intention to defer. The primary school will issue to parents Form 1a or 1b as appropriate.
- This form should be completed and returned to the Education Department by Monday 25th January 2019.

3.6 *Planning for children in their deferred year*

- When a decision is taken that a child will benefit from a deferred school year then it is important that the child's learning needs are appropriately met.
- Consideration should be given as to how best to plan for the child's needs and whether the child would benefit from having identified learning targets through, for example an individual wellbeing plan.

Reference:

Annex B of Section 34 of the Act

<http://www.erc.education/erdoc/documents/EarlyYears/Section34GuidanceonPre-SchoolEducationAnnexB.doc>

Appendices:

Appendix 1 - *Deferred Entry Form 1a*

Appendix 2 - *Deferred Entry Form 1b*

Appendix 3 - *Deferred Entry Form 1a – For primary schools to distribute*

Appendix 4 - *Deferred Entry Form 1b – For primary schools to distribute*

Appendix 5 - Standard letter to parents



FORM 1A - JANUARY/FEBRUARY BIRTHDAY

EAST RENFREWSHIRE COUNCIL

EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION

Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended	
Preferred Catchment primary school	

- January and February birthdays have an automatic right to defer and to secure a nursery place.
- All forms must be signed by the parent.
- Forms must be completed and returned to the Education Department no later than 25 January 2019.

-----  
 To be completed by parent:

- I, the undersigned, confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.

Signature of parent (mandatory) .....

Please send this completed form to:  
 Early Learning and Childcare Administration Services  
 East Renfrewshire Council  
 Education Department  
 211 Main Street  
 Barrhead  
 G78 1SY

AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER BIRTHDAY

EAST RENFREWSHIRE COUNCIL

EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION  
FORM 1B - DISCRETIONARY PLACE

<b>Personal details</b>	
Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended (please add address if not an ERC Nursery)	
Preferred Catchment primary school	
<b>Application details</b>	
Reason for application (to be completed by parent)	
I confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.	Signature of parent:
Reason for application (to be completed by supporter – please attach any reports or plans to support this application)	
Signature of supporter	

Please send this completed form by Friday 25 January 2019 to:-  
Early Learning and Childcare Administration Services  
East Renfrewshire Council  
Education Department  
211 Main Street  
Barrhead  
G78 1SY



FORM 1A - JANUARY/FEBRUARY BIRTHDAY

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION

FOR PRIMARY SCHOOLS TO GIVE DURING SCHOOL APPLICATION

Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended	
Preferred catchment primary school	

- January and February birthdays have an automatic right to defer and to secure a funded nursery place.
- All forms must be signed by the parent.
- Forms must be completed and returned to the Education Department no later than 25 January 2019.

-----

To be completed by parent:

- I, the undersigned, confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.

Signature of parent (mandatory) .....

Please send this completed form to:  
 Early Learning and Childcare Administration Services  
 East Renfrewshire Council  
 Education Department  
 211 Main Street  
 Barrhead  
 G78 1SY

SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER BIRTHDAYEAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

## DEFERRED ENTRY APPLICATION: FORM 1B - DISCRETIONARY PLACE

FOR PRIMARY SCHOOLS TO GIVE DURING REGISTRATION

<b>Personal details</b>	
Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended (please add address if not an ERC Nursery)	
Preferred Catchment primary school	
<b>Application details</b>	
Reason for application (to be completed by parent)	
I confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.	Signature of parent
Reason for application (to be completed by supporter)	
Signature of supporter	

Please send this completed form by Friday 25 January 2019 to:-  
 Early Learning and Childcare Administration Services  
 East Renfrewshire Council  
 Education Department  
 211 Main Street  
 Barrhead  
 G78 1SY

**Education**

**Director: Mhairi Shaw, DCE**  
Council Offices, 211 Main Street,  
Barrhead, East Renfrewshire G78 1SY  
Phone: Fax:  
e-mail:



Our Ref:  
Your Ref:  
Date:

Dear

**DEFERMENT TO PRIMARY SCHOOL APPLICATION**

Acceptance

Thank you for your application for deferment to primary school for (enter child's name).

After considering the information contained in the application and other information provided, the Council has decided that (child) would benefit from an additional year of early learning and childcare.

The early learning and childcare administration team will contact you to arrange the details of the placement in nursery for next session.

You are required to apply for a catchment school place for your child at his/her preferred catchment primary school. Please be advised that should you change your mind at a later date, a primary 1 place may not be available for your child in your catchment primary school.

or

Refusal

After considering the information contained in the application and other information provided, the Council has decided that (child) would benefit from progressing with his/her peers into Primary 1; therefore, the council will not fund an additional nursery year. This decision is final.

Please be assured that the primary school (enter name) will be attending will liaise with the nursery to ensure that the transition is well planned. The Head Teacher will advise you of the details of this and will ensure that you are fully involved throughout.

If you wish to exert your right as a parent to defer your child's entry to school until August 2020 you may do so, however the cost of any early learning and childcare would be met by you in this case. You should contact the Early Learning and Childcare Administration team to confirm how you wish to proceed.

Yours sincerely

cc ELC Head Teacher  
Head Teacher of catchment school

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