

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 1 FEBRUARY 2018

Report by Director of Education

DRAFT STANDARDS AND QUALITY REPORT 2016 - 2017

**PURPOSE OF THE REPORT**

1. To inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2016 - 2017.

**RECOMMENDATIONS**

2. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for stakeholders.

**BACKGROUND**

3. Under the terms of the Standards in Scotland's Schools etc. Act 2000 education authorities have a duty to produce and publish annually a local improvement plan which details how it and its schools and services will continuously improve, and, based on this plan, a Standards and Quality Report detailing how it has sought and achieved improvements in provision.

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in February 2016 and reflected the National Outcomes for Education, the Council's Single Outcome Agreement; the department's contributions to the Council's Outcome Delivery Plan 2016 – 2019. The plan lists the expected outcomes and impact and is organised under the department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*". The draft Standards and Quality Report reflects the three key themes of the vision and evaluates the action taken and the improvements achieved as a result.

5. The draft Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

## REPORT

6. The department has undertaken a self-evaluation exercise which has informed the draft report. This evaluation has helped to outline our next steps which will be fed into the next local improvement plan that is the subject of a separate report to Education Committee. The draft, included as Appendix 1, highlights the very good and excellent standards and practice achieved by the department, its schools and services and is offered as a public record of some of the activities which were undertaken during the last school session, and their impact on stakeholders.

7. Evidence for the report was drawn from various sources including:

- Attainment and questionnaire data;
- Reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- Reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services, for example Customer Service Excellence.

8. Following feedback, the format of the 2016-17 report has been designed to provide a more concise, visual and high level summary of the progress made in implementing the 2016-19 Local Improvement Plan.

9. With committee approval, the Department plans to issue the report electronically to all parents of children attending an East Renfrewshire school or Early Learning and Childcare Centre. A limited number of copies of the published report will also be available in all libraries, education, sports and cultural centres and Council buildings, and will also be available to be viewed online or downloaded from the Council's website.

## FINANCIAL AND EFFICIENCY IMPLICATIONS

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

## RECOMMENDATIONS

11. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for parents.

Mhairi Shaw  
Director of Education  
1 February 2018

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Local Government Access to Information Act 1985

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Appendices

1. Draft Standards and Quality Report 2016 - 2017

Background Papers

1. Local Improvement Plan 2016- 2019

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# Standards and Quality Report

East Renfrewshire Council Education Department 2016–2017

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

## October 2016

Increased percentages of children achieving the expected developmental milestones.  
Increased raw scores were realised in the P1 baseline assessment.

## January 2017

The Education Department achieved the Customer Service Excellence Award.



## March 2017

A very successful training programme ensured an identified Digital Leader in every educational establishment.

## December 2016

Busby Primary School won the first ever Better Eating, Better Learning Award, demonstrating innovative ways to improve school food and food education.



## March 2017

The Educational Psychology Service's Validated Self-Evaluation showed that the service has continued to improve. The quality of the psychology delivered was evaluated as very good by almost all stakeholders.



## December 2016

St Thomas' Primary School was awarded the Level Two UNICEF UK Rights Respecting Schools Award, bringing the total to eight schools. 11 schools hold the Level 1 Award.

## January 2017

Leaver Destinations were the best to date.



## March 2017

350 pupils took part in the Glasgow Music Festival, with six of our eight bands and orchestras winning their respective classes.

## February 2017

Netherlee and Mearns Primary Schools were among the first schools to achieve the national Digital Schools Award.



## April 2017

Refurbishment of Crookfur Primary School was completed.

## June 2017

A total of 48 primary and 38 secondary probationer teachers successfully completed their one year induction placement and achieved the GTCS Standard for Full Registration.



## June 2017

Our schools achieved their highest performance in CfE attainment to date.

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## August 2017

The SQA 2017 results showed that our schools recorded their best ever performance in the key measures to date.

## June 2017

Work was completed on a new build Barrhead High School and a new faith schools' joint campus comprising a new Catholic Primary School, St Clare's, and relocation of our existing Jewish primary school, Calderwood Lodge.



# 2016 - 2017



This report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made

## Foreword

East Renfrewshire Council continues to provide the highest quality services for all residents. This Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year. Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools, commented favourably on the practice they observed.

This year the Education Department maintained its outstanding award for Customer Service Excellence. The Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from the Senior Management levels through to operations and front line staff.

During the inspection process the assessor identified fifteen areas of good practice including a strong commitment to involving and engaging with customers. The report highlighted that, "At the highest level, the Director of Education continues to engage with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate."

The Education Department is also fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of Curriculum for Excellence in session 2016-17.



Paul O'Kane  
Convener for Education and Equalities



# Introduction

The Education Department is fully committed to continuous improvement and its vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. This report is structured under this vision and details progress over the academic year 2016-17 toward achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2016-19. This report also clearly demonstrates the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

Through the implementation of Curriculum for Excellence, our schools and services are improving experiences for children, young people and adults, ensuring the quality of education we provide is further enhanced.

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualification examinations and the continuing development of our vocational programme. The results that the young people achieved in their national examinations this year were superb. There is clear evidence we have raised the bar for all and we are closing the poverty related attainment gap.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

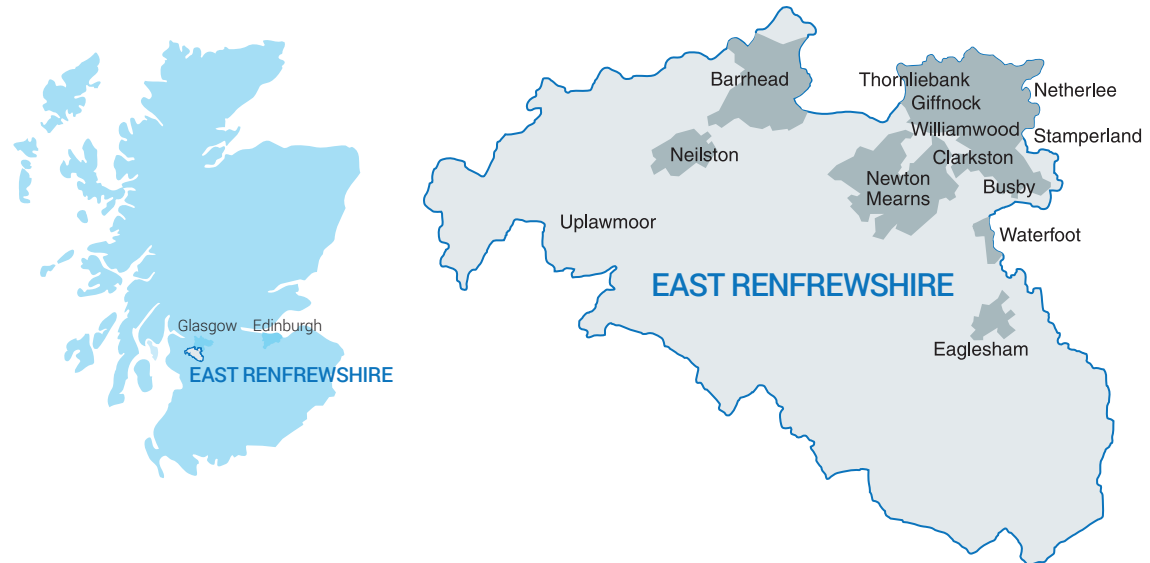
The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan which will be used to inform school and service improvements for the next three academic sessions. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

I am fully committed to our vision and to the highest standards in delivering a first-class education service which will benefit all of our children, young people and the residents of East Renfrewshire, ensuring we deliver excellence and equity for all.



*Mhairi Shaw*

Mhairi Shaw  
Director of Education



Successful learners,  
confident individuals,  
responsible citizens and  
effective contributors



7 secondary schools  
22 primary schools  
10 nursery classes  
9 family centres  
1 special school



## Background Information

### About the Education Department

In 2016-17, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty two primary schools, of which ten have nursery classes, nine family centres and one special school for children with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

### About the Standards & Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2016-19. The Local Improvement Plan is organised under the Education Department's vision of **Everyone Attaining, Everyone Achieving through Excellent Experiences** and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

#### Evidence for the Standards and Quality Report is gathered through:

- Effective Transition Reviews
- Support and Protection Reviews
- Education Scotland reports on schools and services
- Follow through reviews from Education Scotland inspections
- External audits by, for example, Investors in People (IIP) and Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

## Everyone Attaining, Everyone Achieving through Excellent Experiences

#### This report is also informed by:

- The Education Department's Outcome Delivery Plan
- The Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- The four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors.

The results of this self-evaluation will be used to plan the next steps, which will be incorporated into the next Local Improvement Plan.

## Schools and Services Inspected in 2016-17

During session 2016-17, a series of inspections took place to evaluate and report on standards and quality.

### Education Scotland

Education Scotland undertook a Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools in East Renfrewshire.

The following school underwent an inspection by Education Scotland:

- Hillview Primary School

The following schools were engaged in a Follow Through to Education Scotland Inspection:

- Eastwood High School
- Netherlee Primary School and Nursery Class

### Care Inspectorate

The following early learning and childcare centres underwent an inspection by the Care Inspectorate:

- Carolside Nursery Class
- Crookfur Nursery Class
- Giffnock Nursery Class
- Glen Family Centre
- McCready Family Centre

### Standards & Quality Thematic Reviews

The authority's Quality Improvement Team also carries out reviews which focus on aspects of provision.

- A Review of 0-3 Provision took place across 4 Family Centres looking at learners' experiences for all children aged 0-3.
- A Review of S3 Learners' Experiences took place across all 7 secondary schools, looking at excellence and equity for all S3 learners and progress made with the recommendations from the Curriculum for Excellence Review in 2015-16.
- A Review of Health and Wellbeing took place across 7 primary and 2 secondary schools, looking at learners' experiences from early years to S6.
- Schools in the Mearns Castle Cluster, including Hazeldene Family Centre, Calderwood Lodge Primary, Eaglesham Primary, Kirkhill Primary, Mearns Primary and Mearns Castle High School took part in a review which looked at effective transitions for pupils moving from early years to primary, primary to secondary.
- A Review of Support and Protection took place in Neilston Primary School.

**Cross Arthurlie Primary School launched the first Primary Confucius Classroom in Scotland**

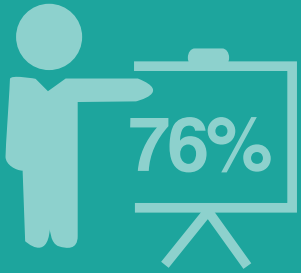


## S5 Results - Number of Highers

83.3% ★

67.2% ★★ ★★

43.8% ★★★★★



S4 attained 5 or more qualifications at SCQF Level 5 (National 5)



## Everyone Attaining

In 2017 East Renfrewshire maintained very high performance levels in national examinations. Once again, young people in East Renfrewshire schools excelled themselves and the results they achieved in their Scottish Qualifications Authority examinations were outstanding. This achievement is a tribute to the hard work of pupils who have been ably supported by teachers, parents and carers. This performance is evidence of the exceptional quality of our schools and the importance placed on education by the authority and the entire community of East Renfrewshire.

### National Improvement Framework (NIF) Priority 1 Improvement in attainment, particularly literacy and numeracy

The examination results showed our schools recorded their best ever performance in all the key measures; achievements included: 76% 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 41% and has increased by 15% since 2011.

Barrhead, Mearns Castle, Williamwood and Woodfarm High Schools had their best ever S4 performance at Level 5 or better. Barrhead High School's performance increased by 10.3% on their best ever performance of S4 pupils achieving 5 or more awards at Level 5, whilst Woodfarm, Williamwood and Mearns Castle High Schools increased by 3.7%, 2.3% and 0.1% respectively.

The Higher results for S5 increased again in 2017 to the highest level recorded, with 83.3% of young people in the authority achieving 1 or more, 67.2% achieving 3 or more and 43.8% achieving 5 or more Higher awards (based on the original S4 cohort). Eastwood, Mearns Castle and St Ninian's High Schools had their best ever performance in S5 for 5 or more awards at Level 6. Mearns Castle High School increased by 5.6% whilst Eastwood and St Ninian's High Schools increased by 3.8% and 1.6% respectively.

The proportion achieving 5 or more awards at Level 6 in St Ninian's and Mearns Castle High Schools reached 57.8% and 56.3% respectively. At Advanced Higher in S6, the authority also achieved its best ever performance with 38.6% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from 37.6% in 2016.

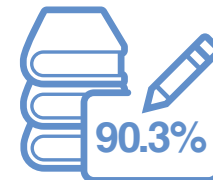
Increases in the achievement of Curriculum for Excellence assessments 3-15 this year were realised;



89.2% of primary pupils achieved the appropriate levels in reading, an increase of 0.8% in comparison with 2015-16.



In writing, 86.5% of primary pupils achieved the appropriate level, an increase of 1.0% from 2015-16



90.3% of pupils achieved the appropriate levels in mathematics, representing an increase of 1.7% in comparison with 2015-16.

# Everyone Attaining

## NIF Priority 2

### Closing the attainment gap between the most and least disadvantaged children

Equity is at the heart of East Renfrewshire's Education strategy and the results reflect the work of teachers to vigorously support all pupils. There is clear evidence that we have raised the bar for all. For example, the attainment of the most deprived 30% of S4 pupils has continually increased over the past four years with performance significantly above the equivalent national average. In primary, since 2011-12, the percentage of pupils in the lowest attaining group achieving the expected levels has increased in reading, writing and mathematics by 14%, 16% and 19% respectively.

Statistics from the 2016-17 questionnaires showed that 98% of teachers agreed that they were aware of their school's strategies for raising attainment for all and 95% had a shared understanding of their "responsibility of all" in literacy and numeracy and health and wellbeing. 98% of teachers agreed that they used data effectively to identify and reduce inequalities in children's and young people's outcomes.

All primary schools and early learning and childcare (ELC) centres were involved in the School Improvement Partnership Programme. This programme was supported by Educational Psychology Service and used collaborative enquiry methods to tackle educational inequality for vulnerable learners.

**"This project has made a positive difference to my child's ability in maths."** - Parent

**"Relationships between the parents and school improved as a result of the work and the pupils' confidence improved."** - Practitioner

The Early Years Strategy covers the period 2013-18. Progress was reported to Council in September 2016 and an action plan was agreed to deliver the Early Years Prevention and Community Engagement agenda over the next two years. East Renfrewshire's Early Learning and Childcare Strategy (2016-2020) was launched to ensure that the current and future ELC provision in East Renfrewshire Council meets the duty placed upon it by the Children and Young People (Scotland) Act 2014.

The strategy provides direction to our early years' partners, recognising the requirement to balance the needs of children with the needs of parents.

Early Years Maths Champions were successfully introduced in every Early Learning and Childcare establishment to support staff as they develop early numeracy and mathematics skills. In order to raise attainment further, professional learning was provided for the Early Years Maths Champions, Child Development Officers and Primary One teachers to develop their knowledge, skills and confidence in supporting early numeracy and mathematical thinking in young children.

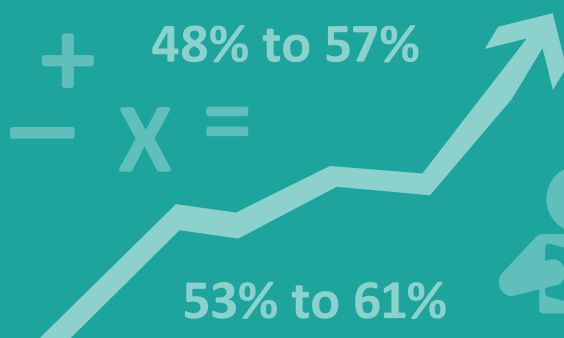
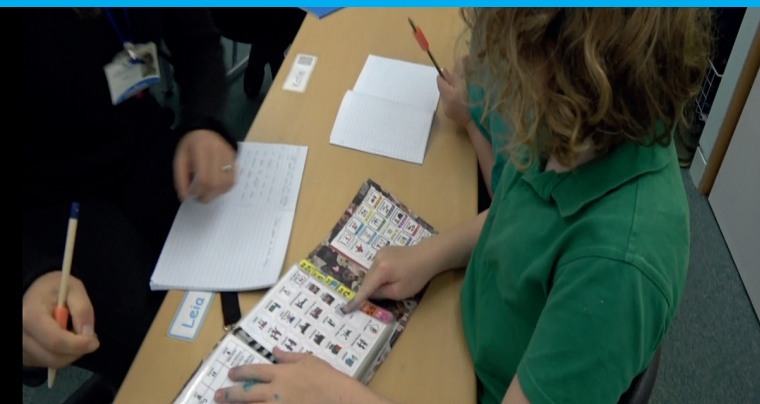
A member of staff from Strathclyde University worked intensively with P1 teachers from almost every primary school to develop approaches to learning through play and improve continuity and progression for children in their learning as they move from our early years' establishments into our primary schools. The training was evaluated as excellent by all participants and has had a positive impact on the learning environments and experiences of young learners.



The attainment of the 30% most deprived S4 pupils has increased over the past 4 years

**"The reading that went alongside the course was extremely interesting and challenged some of the more traditional teaching approaches which made me think deeply about what I believed in. The main stay of the course was that it was in no way a movement away from high quality teaching but a different way to deliver this."** - Practitioner

The Care Inspectorate awarded the 5 early years & childcare centres very good or excellent evaluations



## Everyone Attaining

NIF Priority 2 (continued)

Closing the attainment gap between the most and least disadvantaged children

**“Early years’ staff have successfully engaged in professional learning around child engagement and early years pedagogy. This has led to the introduction of Leuven scales for wellbeing and involvement, and a wide range of strategies being employed to support children in leading their own learning.”**

Follow Through to Education Scotland Inspection:  
Netherlee Primary School and Nursery Class June 2017

In session 2016-17, 82% of young children achieved the expected developmental milestones, an increase of 8% from 2015-16. From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2015-16, the average raw score in numeracy has increased from 48% to 57% and in literacy it has increased from 53% to 61%.

The Education Department’s continual focus on closing the poverty related attainment gap has proven successful in the early years as demonstrated by a 20% increase in children residing in SIMD areas 1-3 successfully achieving their developmental milestones since 2014-15.

The Care Inspectorate had very positive visits to five early learning and childcare centres. All establishments inspected were awarded evaluations of very good or excellent across the themes of Care and Support, Environment, Staffing and Management and Leadership.

**“Excellent management and staff team who provided a huge amount of support to families in order to help them care for and nurture their children. The service has a very strong integrating approach to working with families through the excellent development of positive partnerships and working practices with a range of professionals.”**

Care Inspectorate Report:  
McCready Family Centre January 2017



82% of young children achieved the expected developmental milestones

# Everyone Attaining

## What are we going to do now?

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Continue to provide analysis and benchmarking information on SQA results to support schools in ensuring young people are presented for the most appropriate National Qualification level in all subject areas.
- Continue to support schools to implement the new National Qualifications, including their assessment practices in line with the national framework.
- Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight.
- Continue to provide support for professional inquiry to enhance practitioners' skills and knowledge.
- Continue to invest in School Improvement Partnerships, ensure that resources are used to raise attainment of key equity groups and support educational establishments to investigate and learn from local, national and international research.
- Continue to support and challenge establishments to ensure consistent and effective approaches to developing early literacy and English skills and early numeracy and mathematics skills.
- Support schools to reflect on their curricular provision to improve approaches to meeting individual learner needs.
- Continue to deliver key programmes such as Family First, Let's Play and Psychology of Parenting programme.
- Continue to implement the Early Learning and Childcare Strategy.
- Continue to work in partnership with colleagues across services to deliver the Early Years Strategy.
- Provide an annual Early Learning and Childcare conference for all staff working across the early years in East Renfrewshire with a focus on 0-6 pedagogy.
- Continue to support and challenge schools to improve outcomes for identified groups through their Pupil Equity Fund.



Increase of 8%  
from 2015–16



Continue to work  
in partnership with  
colleagues across  
services to deliver the  
Early Years Strategy



**86% of young people agreed that the school recognised and celebrated their personal achievements**



# Everyone Achieving

Young people’s achievements are recognised through a wide range of awards and awarding bodies. The work to achieve the variety of awards has helped our children and young people develop a range of skills and attributes and supported them to improve their skills for life, learning and work.

This session’s Convenor’s Award for Outstanding Achievement celebrated the successes of fifty-two young people from across the authority. Our children and young people’s achievements were recognised in various fields including sports, arts and creativity, environment and volunteering. Similar to data collected last year, pupil questionnaires showed that 86% of young people in East Renfrewshire agreed that the school recognised and celebrated their personal achievements.

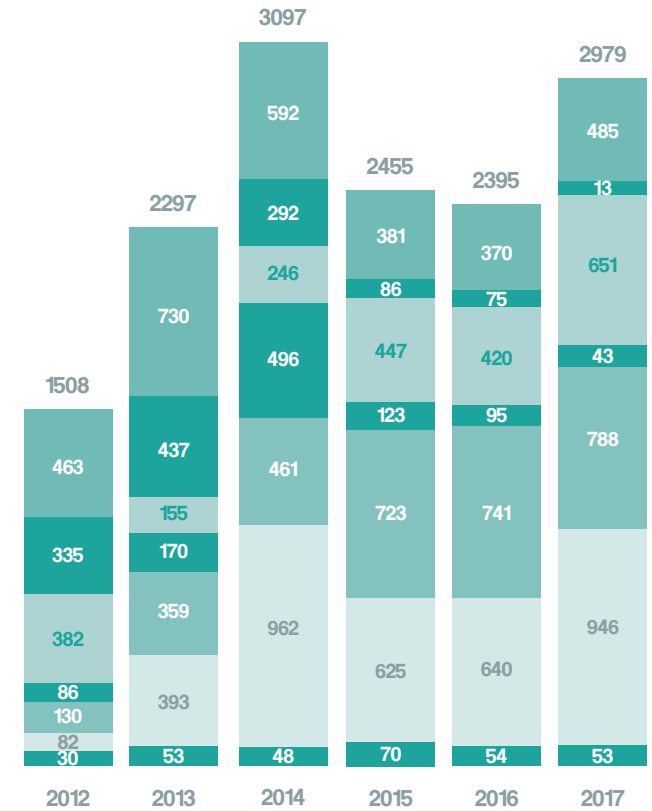
**“In all schools, pupils’ successes and achievements were celebrated widely through displays, assemblies, newsletters, plasma screens, school websites, class blogs, school and cluster related social media and school and authority award ceremonies. Children and young people participated in an extensive range of school, cluster, inter-school and national events which provided them with excellent opportunities to achieve in a wide range of areas.”**

Effective Transitions Review:  
Mearns Castle Cluster November 2016

The graph shows the number of young people achieving a variety of awards over the last six years. An increase in particular awards was due to schools targeting opportunities to match the skills pupils needed to develop.

## Achievement Awards

- Duke of Edinburgh
- ASDAN / Personal Effectiveness
- Sports Leadership
- Diana Award
- John Muir Award
- Saltire Award
- Caritas Award





# Everyone Achieving

## NIF Priority 4

### Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School leaver destinations in East Renfrewshire remained very strong. The School Leaver Destination Report indicated that 96.6% of school leavers in 2015-16 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. This was 3.3% higher than the national average and a rise from 96.0% in 2013-14.

East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2015-16. 66.2% of young people went on to higher education in 2016, an increase of 3.4% in comparison to 2014-15, the highest result to date, and well above the national average of 40.0%.

Vocational education continued to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The range of vocational opportunities offered has expanded considerably in recent years and provided high quality opportunities targeted to meet the broadest range of pupil needs. The courses were delivered in partnership with colleges, universities and employers, allowing pupils to develop skills in their

chosen subject as well as valuable experience to help them in the world beyond school. This year a total of 510 pupils enrolled in a range of vocational courses across qualifications from SCQF Level 1 through to SCQF Level 8, an increase of 96 since 2014-15.

The Developing the Young Workforce in East Renfrewshire Summary of Progress 2015 to 2017 report sets out the improvements being made within East Renfrewshire across schools, colleges and employers to prepare young people for their working lives. It details the way in which, two years into implementation, we have made an impact on work-based and work-relevant opportunities for our children and young people.

**“Staff in Woodfarm High School, using the Career Education Standard (CES), carried out an audit to ensure the entitlements for young people were embedded into the curriculum. As a result, in partnership with employers and parents, learners are fully engaged in maximising opportunities to enhance career education across all aspects of learning. This includes initiatives such as the S6 Career Ambassadors**

**programme, business breakfasts, presentations to challenge career stereotypes, S2 Science, Technology, Engineering and Mathematics project and a “Skills Week” across all subjects.”**

*Developing the Young Workforce in East Renfrewshire Summary of Progress 2015 to 2017*

Parents and people from the local community attended Kirkhill Primary School for an information evening to find out more about the Developing the Young Workforce (DYW) initiative. This raised awareness of the importance of DYW and resulted in volunteers willing to share their skills and expertise.

During the school’s DYW Week, the pupils found out the qualifications and qualities needed for employment, prepared questions, heard about and experienced the tasks involved in each job. Afterwards, pupils discussed and wrote about their strengths, interests and how they might achieve their career ambitions. The culmination of this week was the opportunity to apply for a job within the school. The successful applicants spent a day working under the supervision of the appropriate member of staff.



96.6%

School leaver destinations is higher than the national average





## 5 candidates completed Into Headship programme



2 headteachers appointed during  
session 2016-17 were successful  
participants in the programme

## Everyone Achieving

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities. Five candidates successfully completed the Into Headship Programme. Two of the Head Teachers appointed during session 2016-17 were successful participants in the programme.

Digital Leaders were identified in every educational establishment and a very successful training programme in March 2017 developed their skills and confidence in the appropriate and effective use of digital technologies.

The Digital Leaders supported and enabled staff in the use of those available tools in Glow (Scotland's national intranet for education) to enhance teaching, enrich learning and develop the learners' digital skills. In responses to questionnaires, 84% of teaching and 66% of support staff indicated that they had regular opportunities to take on leadership roles. Digital Schools Awards Scotland is a new national awards programme which aims to promote, recognise and encourage a whole school approach to the use of digital technology in primary and secondary schools, accredited by Education Scotland. Commendably, Netherlee, Mearns and Busby Primary Schools were among the first schools in Scotland to achieve the award.

**“Strong emphasis on e-safety throughout the school – an emphasis that I could see has been effective in making the pupils aware of the need to exercise caution and thoughtfulness in their use of online resources.”**

Digital Schools Award Validation Report:  
Netherlee Primary School

Self-evaluation was embedded across all of our schools. Rigorous and regular activities such as focus groups, questionnaires and learning visits took place, ensuring that schools were continuously measuring progress and improving. Quality Frameworks were used to benchmark performance and identify priorities and next steps. Children, young people, staff and parents contributed very effectively to the process, ensuring that the customer remained at the heart of all that we did. According to questionnaires, 95% of teaching staff and 77% of support staff agreed they were actively involved in their school's self-evaluation.

**“Across all schools there were robust self-evaluation processes in place which routinely sought the views of staff, learners, parents and partners; these were used to agreed actions and bring about improvement for pupils. In some schools there was a “you said, we did” approach with wall displays to evidence change.”**

Review of S3 Learners' Experiences  
May 2017



**83% of parents and carers in schools  
77% of parents and carers in ELC settings  
92% of teaching staff, 100% of support staff  
felt their school was well lead and managed**

## Everyone Achieving

In responses to questionnaires, 83% of parents and carers in schools, 77% of parents and carers in ELC settings, 92% of teaching staff and 100% of support staff felt that their school was well led and managed. Between August 2016 and June 2017, 153 centrally based courses were offered with 2193 staff attending. Courses covered a range of topics from leadership and management to classroom practice with 93% of attendees evaluating their courses as good, very good or excellent, an increase of 1% on statistics from 2015-16. In questionnaires, 93% of teaching staff agreed that they had good opportunities to take part in CLPL, similar to data collected in 2015-16; 98% stated that their professional learning enabled them to reflect on and improve their practice. 89% of support staff agreed that they were supported to engage in professional learning; 94% stated that this enabled them to reflect on and improve their practice.

During session 2016-17, 91 teachers engaged in Masters (SCQF Level 11) learning with providers including the University of Glasgow and University of Strathclyde. There was a particular focus in these courses on leadership, professional inquiry, developing literacy and early years' pedagogy. Through the West Partnership (a partnership of certain universities with certain local authorities which allocates funding to promote professional learning) the Quality Improvement Team

developed close working relationships with universities which have led to courses being tailored to the needs of our teaching staff. Adult Learning Services worked with 122 adults to increase their skills and knowledge for work. The groups were learner-centred and participants engaged to learn something specific, writing job applications, interview skills or computing skills. The courses ranged from Basic IT to more specific workshops on interviews and editing CV skills. Seventeen learners progressed into employment, eleven learners started volunteering to help secure employment in the future and nine learners continued on to further learning opportunities.

The Education Department provided a strong commitment to putting the views of pupils, staff, parents and carers at the heart of decision making. Regular forums provided opportunities for discussion regarding school improvement and priorities. These included meeting with parent council chairs, the equalities forum, meetings with pupil councils and teacher forums. The use of Microsoft Forms in Glow was effectively employed to capture the views of parents, staff and pupils via electronic questionnaires. Through the 22nd Citizens' Panel Report, published in January 2017, we can see that the residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the Education Department, indeed education was the top rated Council service: According to questionnaires, 92% of parents and carers agreed that they were satisfied with the school; 93% with their child's ELC setting. 86% of parents and carers agreed that the school gave them advice on how to support their child's learning at home; 82% received such advice from the ELC setting. All ELC establishments have achieved Family Friendly Status at Bronze Level and 81% of those establishments have now achieved Family Centred Status at Silver Level. Busby Nursery Class was the first establishment to be accredited with the Gold Level Family Focused status. 96% of primary schools achieved the Family Friendly Bronze Award.

### Citizens' Panel

% of users rating the service as very good/good

	Primary education	Secondary education
2013	100%	96%
2014	98%	96%
2015	100%	98%
2016	96%	96%
2017	97%	91%



Busby Nursery  
achieved gold  
level family  
focused status





## Encourage and support schools to achieve a digital schools award



## Everyone Achieving

### What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review.
- Continue to support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and How Good is the Learning and Development in our Community?
- Continue to provide analysis and benchmarking information on questionnaire results and support schools to make use of this as part of their improvement planning cycle.
- Continue to implement the career long professional learning (CLPL) strategy.
- Provide a programme of CLPL which meets the emerging developments in the curriculum.
- Develop and implement a Digital Learning and Teaching Strategy.
- Encourage and support schools to achieve a Digital Schools Award.
- Continue to provide tailored learning support for adult learners through individual learning planning.
- Continue to work in partnership to provide a range of adult learner centred programmes that meet the needs of people looking to improve their employability skills and gain employment.
- Continue to provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement.
- Continue to support schools and work with partners to deliver the Developing the Young Workforce Implementation Plan with a focus on developing school employer partnerships and flexible work placements.
- Continue to offer a broad range of vocational opportunities in the senior phase including the further expansion of Foundation Apprenticeships.
- Continue to support educational establishments to enhance the tracking and monitoring of pupil achievement across the four contexts of learning.
- Continue to support schools and services through the focus on Customer Service Excellence and Investors in People.
- Launch and implement the new Parental Engagement Strategy.
- Continue to support establishments in attaining Family Centred Accreditation and devise a Family Centred Approaches Framework for secondary schools.
- Continue to analyse and learn from complaints and amend practice to ensure improved experiences for service users and learners.

## Excellent Experiences

Through Education Scotland inspection reports and our own reviews of schools we know that we are delivering excellent experiences which have significant impact on children, young people, their parents and carers. The Review of S3 Learners' Experiences found that, "All staff were proactive in extending and deepening their knowledge of curriculum areas to ensure that they keep abreast of developments within their subject areas. Most staff were improving their approaches to digital learning and teaching with the majority using resources innovatively and creatively to enhance young people's learning experiences. In questionnaires 90% of staff reported that a wide range of digital technologies enriches learners' experiences in S3 with 93% of pupils agreeing that they had opportunities to use digital technologies in the classroom."

Cluster working has continued to be a major strength across the authority with a strong focus on professional dialogue around learning, teaching, assessment and moderation. All clusters had strong transition and extended transition arrangements. Staff participated in assessment and moderation events as well as professional dialogue throughout the year to build relationships, gain knowledge about children, ensure continuity and progression in learning for all and develop a common understanding of children's attainment and achievement.

A review of effective transitions in all the schools in the Mearns Castle Cluster showed that overall, learners' experiences in the primary and secondary sectors were very good with a number of excellent experiences in all schools. The report stated, "Within very good and excellent lessons children and young people were clearly engaged, motivated, supported and challenged.

There was a range of skilful and well-paced teaching approaches. In the most successful lessons, skilled questioning and discussion stimulated learners' interests and made them think about their learning. Learners' responses were valued and developed further. The teaching fully involved learners and encouraged the development of higher order thinking skills."

Statistics from our questionnaires found that:

- 88% of pupils stated that the feedback they received on their work helped them to improve their learning, an increase of 3% on statistics gathered in 2015-16.
- 92% of teaching staff stated that children and young people had the opportunity to lead their own learning. 81% of pupils agreed that they were given the opportunity to influence what and how they learned, an increase of 3% on statistics gathered in 2015-16.

Children and young people continued to be involved in a range of volunteering activities within and outwith school. This included "buddying" and mentoring of peers or younger pupils, being nominated eco and digital champions, assisting with various fundraising and charity events locally and nationally and working with vulnerable groups within the local community. These activities provided opportunities to develop leadership and interpersonal skills for learning, life and work.

100% of teaching staff stated that they gave children and young people regular feedback



## Learning, Life and Work



90% of pupils agreed that staff expected them to take responsibility for their own learning in class





708 pupils took part in the schools' bands, orchestras, ensembles and choirs



## Excellent Experiences

T in The Street, an intergenerational project, was established by Williamwood High School in partnership with The Richmond Fellowship Scotland Dementia Services. Pupils in S5 supported older people in creating individual projects personal to them. The pupils not only developed their own skills for life but also made a difference to the lives of members of the local community. Through a routine Care Inspectorate inspection, the hugely positive impact the project was having was highlighted and the inspector commented on the work of the group as sector leading. All pupils voluntarily undertook Dementia Friend training with Alzheimer Scotland, enhancing their experience with the older people in this project and allowing them to fully engage with their role as responsible citizens in the wider community. All of these outstanding features were recognised by the national body Generations Working Together at their awards ceremony, with the group being awarded "Best Established Intergenerational Project in Scotland".

At St Luke's High School, a group of S3 Technology students were challenged to design a refreshed entrance to the school which would better reflect their vibrant school community and be more welcoming and inspiring – all within tight budgetary constraints. The team produced a number of professional graphic designs using their technology and numeracy skills, pitched their proposals to the Head Teacher for approval and created a gallery of their designs in the Art Department. Pupils from S1 to S6 were then invited to view the exhibition and express their views on their preferred design. Once the final design was chosen, the team put their technical skills into action to make their designs a reality using a vinyl and laser cutter along with industry standard software.

Mearns Primary's Science Club won first prize in the Scottish Council for Development and Industry's (SCDI) annual STEM Celebration, showcasing a range of science experiments including chemical reactions, chromatography, hydrogels and states of matter.

An increased number of pupils, 708, took part in the East Renfrewshire Schools' bands, orchestras, ensembles and choirs, with 120 Primary 2 and 3 pupils taking part in Singing Games and Rhymes classes at the Saturday Music Centre. Many of these pupils play in national organisations with fifty-five exceptional pupils taking part in the West of Scotland Schools' Orchestra Trust Ensembles, thirty-two pupils taking part in the National Youth Orchestra of Scotland and six pupils taking part in the National Youth Orchestra of Great Britain. A total of twenty-one pupils have gone on to study music at the Junior Royal Conservatoire of Scotland.

**"For a relatively small authority, there is an extremely high representation of young people at a national level orchestra. There are increased numbers of East Renfrewshire young people participating, with some in two of the National Youth Orchestra of Scotland orchestras."** National Youth Orchestra of Scotland

East Renfrewshire Schools' Senior Concert Band was awarded a Gold Award in the finals of the Scottish Concert Band Festival and our Instrumental Music Ensembles, comprising some 350 pupils, had tremendous success in the Glasgow Music Festival. Eight bands and orchestras competed with the Senior String Orchestra, Junior String Orchestra, Funstring Orchestra, Junior Choir, Senior Concert Band and Brass Ensemble winning their respective classes.

## Excellent Experiences

All primary and secondary schools have highly effective pupil council structures which play an active part in improving the school. Children and young people were provided with many opportunities to participate actively in decisions, with their views, opinions and ideas used to influence improvements in their learning experiences. In all schools pupils were given roles and responsibilities to develop leadership skills.

**In statistics from questionnaires, 90% of pupils agreed that they have opportunities to take part in school committees and groups, a decrease of 2% on 2015-16 data. The percentage of pupils stating that they took part in out-of-class activities and school clubs increased by 4% from those gathered in 2015-16 to 85%.**



St John's Primary School's Sports Committee, supported by staff and their Active Schools Coordinator, led their school to be the first in Barrhead to achieve the Sport Scotland Gold Award. This award was given in recognition of the array of sporting opportunities which the school offers and the children enjoy.

The school's Fit for Friday initiative was highlighted as an area of very good practice. Commendably, five other schools were also awarded the Sport Scotland Gold Award, Mearns Castle High School, Eaglesham, Giffnock, Braidbar and Thornliebank Primary Schools. A total of fourteen schools now achieved the Sport Scotland Gold Award and nine have achieved the Silver Award.

**"Our staff work incredibly hard to deliver a range of sporting opportunities for all pupils. We are passionate about improving fitness and making exercise fun. We believe that physical activity is an important factor in the school curriculum."** St John's PE Champion

The "Muddy Movers" CLPL resource and programme was developed for staff to support children with the development of their gross and fine motor skills through outdoor play. Forty staff across our local authority and partnership early years settings, including P1 teachers, were trained to use Muddy Movers. Ongoing support from the PE Lead Officer has enabled these approaches to become embedded in practice and contributed significantly to the development of children's gross and fine motor skills. Investment in Learning Landscapes for all early years and P1 settings has continued the development of children's physical literacy.

**"Children experienced outdoor learning for the duration of the session. There were some excellent examples of children leading their own learning within this area and observations demonstrated that, despite the weather, the children had fun, were stimulated and their learning and development was often being challenged."**

Care Inspectorate Report:  
Carolside Nursery Class December 2016

A pupil at Isobel Mair became the school's first Sports Ambassador due to her success in rhythmic gymnastics, returning from competing in the Special Olympics GB Games 2017 with five gold medals, including overall winner.

An S5 pupil at Eastwood High School won the 1500m Gold Medal at the Commonwealth Youth Games in the Bahamas. She also received a certificate from Team Scotland for the most inspiring performance of the Games.



**1500m gold**  
Commonwealth Youth  
Games, Bahamas





33 schools  
and nurseries  
have a green  
flag



## Excellent Experiences

After winning the 2015-16 Scottish Schools' Football Association Shield, the St Ninian's High School U14 Football Team participated in the Allen McKinstry Cup. This was the first time an East Renfrewshire School had competed in this tournament. The Scottish Schools' representatives took on two qualifiers from the Republic of Ireland and Wales and won. They played in the finals the next day and were crowned winners, and therefore UK and Ireland Champions.

**"When we won the Under 14s Allen McKinstry Cup it was an outstanding achievement and an unbelievable experience to play against Britain and Ireland's best schools. To go home on the long bus journey with the trophy is a moment in all our lives that we will never forget."** Pupil

Pupils from Isobel Mair School learned new skills such as hurdles and baton relay races, long jump and sprinting, supported by sports leaders from Eastwood High School and Active Schools at their senior sports.

A successful Diversity Day event, allowed P6 pupils from the Williamwood cluster schools to develop their awareness and knowledge of different faiths and cultures. The day gave young people the chance to see an exhibition of different religions, participate in a diversity themed art competition and develop their team-building skills through a number of sporting and dance activities.

**"The exhibition was really interesting. We learned about different countries and got to meet people from those countries."** Pupil

Cross Arthurlie Primary School launched the first Primary Confucius Classroom in Scotland. Plans for the classroom started with the arrival of a teacher from Tianjin, China. The Confucius Classroom and Mandarin across the curriculum has gone from strength to strength, the classroom bursting with Chinese culture and decorated with both pupil contributions and traditional Chinese materials. Every class has participated in a block of Mandarin language lessons which is reflected in the confidence with which the pupils use their Mandarin skills.

Carolside Primary School held a highly successful International Day, delivered in partnership between pupils, staff and parents to raise awareness of and celebrate the diversity of nationalities in the school community. The Pupil Equalities Committee, who played a lead role, later made a presentation to our Equalities Forum on the impact of the event.

**"I thought International Day was excellent. All the children seemed to enjoy it and having parents of pupils representing their countries made it feel more relevant."** Parent





## Excellent Experiences

### NIF Priority 3

#### Improvement in children and young people's health and wellbeing

In partnership with the Early Years Prevention Officer, Adult Learning Services supported parents to identify and progress personal and work related goals and aspirations. Learners identified their own goals and were aware that their learning and achievements would be self-directed through the Individual Learning Plan process. All of the learners felt that the programme had had a sustained impact, including improved wellbeing, increased confidence and greater potential for progression into further learning or the employment market. All of the parents progressed to positive destinations. Partners, including social work and family centres, reported that the programme has impacted positively on their home lives and children's lives.

The Getting it Right for Every Child (GIRFEC) Leadership group continued to provide a multi-agency forum attended by partners from Health, Education, Social Work and Culture and Leisure to offer strategic direction and support to implement the GIRFEC framework.

The GIRFEC and Corporate Parenting Forum provided a platform for sharing good practice and promoting quality professional dialogue. Over 100 education staff participated in training supporting staff to further embed GIRFEC principles and procedures within their practice and evaluations highlighted significant improvements in their knowledge and understanding of key GIRFEC principles and practices.

**"It will improve further our targeted support and interventions for children who require it. It will streamline our planning and assessment for children's wellbeing."** Participant


**"Getting it right for every child", the national approach promoted by the Scottish Government for everyone to work together to support good outcomes for children, was embedded in staff's practice. They had a good knowledge of the wellbeing indicators needed for children to flourish and promoted them well with the children and their parents and carers."**

Care Inspectorate Report:  
Giffnock Nursery Class April 2017

A team of senior school staff and members of the Quality Improvement Team carried out a review of health and wellbeing across East Renfrewshire schools. The purpose of the review was to assess the quality of the leadership, partnership working, quality of learning and teaching and review the impact of learner's experiences of health and wellbeing.

**"Health and Wellbeing is a hugely significant part of the curriculum and of day to day life in schools in East Renfrewshire Council. It is subject specific contributing directly to pupil attainment and achievement, is the largest focus of PSHE programmes and as the responsibility of all drives school policy and culture. It is ethos building and embedded in the vision values and aims of our schools. From the evidence of questionnaires, focus groups of staff and pupils, discussions with senior staff and learning visits, the review team identified many strong features in both the leadership of Health and Wellbeing and in the impact of Health and Wellbeing on learners' experiences and achievement."**

Review of Health and Wellbeing:  
March 2017

**"I have learned that confidence comes from within. I am capable of doing well at interviews - it's not too late for me."**  
Adult Learner 



In pupil questionnaires, 91% of young people agreed that their school taught them how to be more healthy. 97% of parents and carers at school and 90% in ELC settings stated that their child was encouraged to be healthy and take regular exercise.



## UNICEF's Rights Respecting School awards

Level 2 Award



Level 1 Award



Bullying Incidents per 1000 pupils



## Excellent Experiences

Education Scotland undertook a focused review of the demands placed on schools by local authorities in relation to Curriculum for Excellence (CfE), particularly around their arrangements for curriculum, planning, assessment and reporting in schools. As part of the review, inspectors judged that East Renfrewshire had been proactive in providing support and guidance that minimised workload demands for staff in their schools and the provision of clear strategic direction in taking forward Curriculum for Excellence had resulted in a planned and coherent approach.

**“Strengths recognised included; the strong ethos of high expectations, a sense of mutual trust and respect at all levels, the supportive skills framework which had been developed, well-embedded moderation arrangements, opportunities for collegiate work and CLPL, a strong culture of and good arrangements for self-evaluation.”**

Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools September 2016

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with thirty schools involved across the authority. A total of eight schools hold the Level 2 Award and eleven schools the Level 1 Award. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A Rights Respecting School not only teaches children and young people about their rights, but also models rights and respect in all its relationships; between teachers, adults and pupils.

**“Classroom charters were on display in all classrooms visited, and were colourful and age and stage appropriate. Pupils shared stories about being involved as a whole class at the beginning of each new year, and how they worked together with their new teacher and picked the relevant rights for their class. A P7 pupil said, “It is good to know that our classroom will respect everyone because we all agree on the charter, including the teacher. I think it helps us remember our rights and that if we want to be respected, we show respect to others”.**

UNICEF UK Rights Respecting School Award Level 2 Assessment Report. St Thomas' Primary December 2016

Reported and recorded instances of bullying behaviour across educational establishments remained low. There was a decrease in primary from 5.3 to 4.6 incidents per 1000 pupils; in secondary schools the rate decreased from 5.5 to 3.1 incidences per 1000 pupils. Incidents and alleged incidents of racist behaviour remained consistently low across education establishments.



According to pupil questionnaires, **87%** of young people agreed that their school dealt well with bullying behaviour, an increase of **7%** on statistics gathered in 2015-16.

**91%** of young people in East Renfrewshire felt that they were treated fairly and with respect by staff, similar to statistics gathered in 2015-16.



**81%** of young people felt other pupils treated them fairly and with respect. **92%** agreed that the school helped them to understand and respect other people.

## Excellent Experiences

The Outreach Support Service continued to develop a range of high quality targeted supports for children and young people with social, emotional and behavioural needs to maintain them in their mainstream schools. In statistics from questionnaires, 93% of teaching staff agreed that children and young people were well behaved; 97% of support staff agreed with this, 97% of whom also stated that staff worked well to manage children's behaviour.

In 2016-17, the primary exclusion rate remained very low at 0.1 exclusions per 1000 pupils. This compares very favourably to the national figure for exclusions, published in 2014-15, of 9 per 1000 primary pupils. In the secondary sector there have been 52 half days lost to temporary exclusion equating to 6.7 incidents per 1000 pupils. Currently secondary schools are slightly over the three year average target for 2016-18 at 5.3 per 1000 pupils. Exclusions of pupils from within our Looked After population are down slightly from 5 exclusions in 2015-16 to 4 in 2016-17.

Attendance rates of those children and young people who are looked after decreased slightly to 89.6%, an decrease of 1% on the 2015-16 rate. The authority is slightly below its 3-year (2015-17) average target of 91% at 90.5%.

As part of their on-going health and wellbeing work, Primary 6 in St Thomas' Primary School entered the National "Big Smile" Competition to write lyrics for a song to promote the importance of dental health.

The class won second place overall and performed their song with a full live band at a prestigious event in the Scottish Exhibition Centre. The pupils then took part in a successful World Record attempt to create "The World's Biggest Smile" and were presented with a Guinness World Record Certificate.



**"Across the school, all staff take their responsibility for children's health and wellbeing seriously and are supported by a planned and progressive programme to develop their knowledge, understanding and skills in this area. A range of partners support staff in delivering this programme."**

Education Scotland Report:  
Hillview Primary School February 2017

Across primary schools, Facilities Management catering staff worked to help develop pupils' cooking skills in line with guidance from Better Eating, Better Learning. The pupils, through interactive, fun sessions, developed their cookery skills, healthy eating and food hygiene knowledge and learned key kitchen safety skills which could be used at home. In questionnaires, 81% of pupils agreed that their school encouraged them to make healthy food choices, an increase of 8% on statistics gathered in 2015-16.

**"I enjoyed going and being in the kitchen because we learned so much about healthy eating, food safety and hygiene in the kitchen. I learned to chop lots of different vegetables. I found this very handy because I cook a lot at home."**

Pupil

Busby Primary School won the first ever Better Eating, Better Learning Award, demonstrating innovative ways to improve school food and food education.

Budget performance for the Education Department in 2016-17 was again brought in on target. Given ongoing budget reductions, the department continued to take early action in preparing for future budget reductions which contributed to savings achieved during the year.



Better eating, Better learning





**3 new schools**  
**1 new family centre**  
**1 major refurb**



## Excellent Experiences

Areas such as energy costs, absence cover for teachers and budgets associated with external specialised placements for pupils were underspent and a total of £1m was logged as efficiency savings for financial year 2016-17. Additional financial resources were allocated to support the advancement of digital learning within schools and to establish an ERC Pupil Equity fund for the early learning and childcare sector to supplement that provided nationally for schools on the basis of free school meal entitlement.

This year saw the completion of three new schools, a family centre and one major refurbishment. An inspiring new build Barrhead High School replaced the previous

building. Work was completed on the new faith schools' joint campus comprising a new Catholic Primary School, St Clare's, and relocation of our existing Jewish primary school, Calderwood Lodge, along with increased nursery places. The construction of the new build facility for Cart Mill Family Centre was completed, providing an increase in early years places for the Busby and Clarkston area. A major refurbishment, modernisation and extension of Crookfur Primary and Nursery was completed.

This year also saw investment in catering and dining facilities across the authority with improvement works at Our Lady of the Missions, Cross Arthurlie, Carolside and St Joseph's Primary Schools.

Glow Logins	Nov-15	May-16	Nov-16	May-17
Total Logins	1176849	1671071	1688260	2067314
Teaching Staff	692576	1031291	941182	1181993
Non Teaching Staff	177314	253477	216024	278483
Students	306959	386303	531054	606838

# Excellent Experiences

Digital technology was used to enhance learning and teaching in our schools through:

- The continued development and effective use of Glow to interact and share experiences, ideas and information with others. The increasing numbers of staff and pupils using Glow is evidenced through the monthly Glow usage statistics.
- The increasing provision of class blogs in the primary sector, engaging parents in their children's learning.
- The increase of staff use of Yammer with pupils, helping to ensure the development of pupils' safe, responsible and acceptable online behaviours, particularly with regard to social media.

Wireless cabling and wireless access point (WAP) installation was completed in all educational establishments, allowing mobile managed devices to access our school network. The roll out of Bring Your Own Device (BYOD) provision to all educational establishments was completed, allowing staff and pupils immediate online access via their own personal devices. Feedback from staff and pupils has been positive regarding the impact on learning and teaching.



## What are we going to do now?

- Implement the Curriculum for Excellence Action Plan.
- Establish the effective use of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase.
- Continue to implement the 1+2 Languages Strategy.
- Continue to build on the successes of the Instrumental Music Service while focussing resources on promoting participation of disadvantaged children and young people.
- Continue to develop physical literacy for children in early learning and childcare establishments.
- Provide multi-agency GIRFEC training to ensure a consistent approach to outcome focussed planning across establishments.
- Continue to provide the opportunity for staff across all educational establishments to share practice via the GIRFEC and Corporate Parenting forum.
- Continue to support educational establishments to make transitions as smooth as possible for children and young people.





Target available  
resources in line  
with the Education  
Department's Vision



## Excellent Experiences

### What are we going to do now?

- Continue to improve support to parents through the planning and delivery of evidence-based approaches, particularly for vulnerable parents and parents of children with a disability.
- Review the implementation of and where appropriate amend the inclusion policy.
- Implement the new programme on Relationships, Sexual Health and Parenthood Education for secondary schools.
- Help schools and services to promote and sustain a sense of equality and equity through the curriculum and service delivery and across all aspects of their work.
- Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of bureaucracy within schools.
- Complete a further revision of our anti-bullying policy following publication of the Scottish Government's revised guidelines, ensuring all educational establishments revise their policies accordingly.
- Target available resources in line with the Education Department's Vision.
- Further develop our digital capacity and modernise services for all learners and residents.
- Continue to progress the new build Maidenhill Primary School and, in partnership with HSCP, Arthurlie Family Centre at Auchenback Community Hub.
- Conduct a feasibility options study of education assets at Neilston.
- In conjunction with Property and Technical Services, continue to progress proposals for implications on early learning and childcare to meet Scottish Government's increased entitlement.
- Expand catering provision in the early learning and childcare sector to address new legislative requirements.
- Continue maximising efficiency opportunities and planning ahead for further budget reductions.

## March 2017

The Educational Psychology Service's Validated Self-Evaluation showed that the service has continued to improve. The quality of the psychology delivered was evaluated as very good by almost all stakeholders.



## January 2017

Leaver Destinations were the best to date.



