

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

2 February 2017

Report by Director of Education

DRAFT STANDARDS AND QUALITY REPORT 2015 - 2016

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 2015 - 2016.

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 full report and a summary leaflet for parents.

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 June 2015 and reflected the National Outcomes for Education, the Council's Single Outcome Agreement and the department's contributions to the Council's Outcome Delivery Plan 2015 – 2018. 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.

REPORT

5. 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.

6. 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 prefive centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services for example, Customer Service Excellence and Investors in People.

7. Following feedback the format of the 2015-16 report has been revised to provide a more concise, visual and high level summary of the progress made in implementing the 2015-18 Local Improvement Plan.

8. With committee approval, the Department plans to issue a summary report to all parents of children attending an East Renfrewshire school, with copies of the full report going to parents of all pre-school children. The full report will 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

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

RECOMMENDATIONS

10. 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 full report and a summary leaflet for parents.

Mhairi Shaw
Director of Education
2 February 2017

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Local Government Access to Information Act 1985

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Appendices

1. Draft Standards and Quality Report 2015 - 2016

Background Papers

1. Local Improvement Plan 2015 - 2018

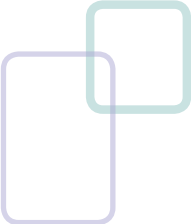


Standards and Quality Report

East Renfrewshire Council Education Department 2015–2016

Everyone Attaining, Everyone Achieving through Excellent Experiences





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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 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. During the inspection process the assessor identified twenty-six areas of good practice including the continued expansion of Family Centred Accreditation for early learning and childcare settings and primary schools and the growing use of social media to provide our customers with the information they need.

Working with the UK Commission, Investors in People (IIP) plays a major role in helping employers and individuals realise their share of the enormous benefits from high performance working. They support organisations to develop skills, create improved progress at work for all and create a more integrated employment and skills system that empowers customers and drives performance and quality improvement.



Elaine Green

A message from Councillor
Elaine Green, Convener for
Education and Equalities

This year, a revised cluster approach was adopted to the on-going recognition of East Renfrewshire Schools. Commendably, the IIP Bronze accreditation was maintained, a respected mark of quality worldwide.

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 2015-16.

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 2015-16 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2015-18.

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



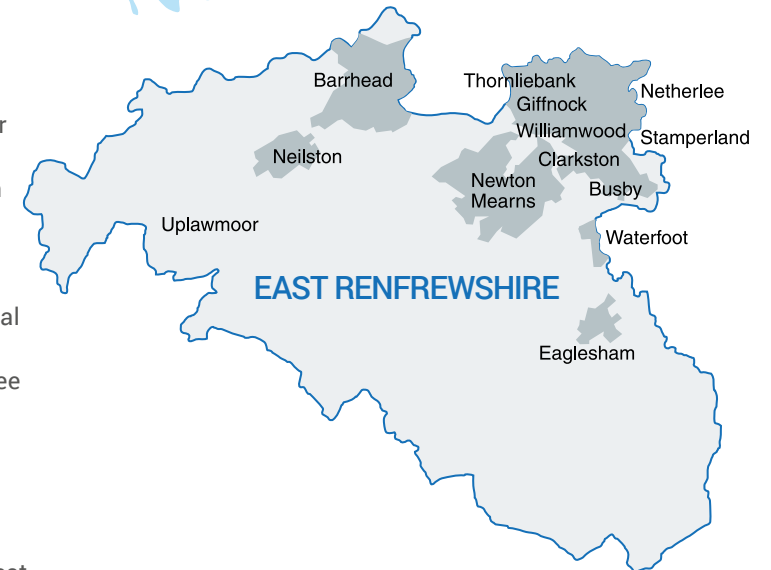
Mhairi L. Shaw

Mhairi Shaw
Director of Education

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.





Background Information

About the Education Department

In 2015-16, 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.

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

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. 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) & 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 2015-16

During session 2015-16, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

The following schools underwent an inspection by Education Scotland:

- Netherlee Primary School
- Eastwood High School

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

- Busby Primary School and Nursery Class
- Eaglesham Primary School and Nursery Class
- Isobel Mair Family Centre.



Standards and Quality and Thematic Reviews

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

- A review of the leadership of Curriculum for Excellence and the impact of Curriculum for Excellence on the experiences, attainment and achievement of learners in the broad general education took place across East Renfrewshire.
- Schools in the St Ninian's Cluster, including Glenwood Family Centre, St Cadoc's Primary, St Joseph's Primary, Our Lady of the Missions Primary and St Ninian's High School took part in a review which looked at effective transitions for pupils moving from pre-five to primary and primary to secondary.
- A Review of Support and Protection took place in Carolside Primary School.



Everyone Attaining

In 2016 East Renfrewshire maintained very high performance levels in national examinations. Once again, young people in East Renfrewshire schools excelled themselves, the results they achieved in their Scottish Qualifications Authority examinations were outstanding and our schools achieved their highest ever examination results at SCQF Levels 5 and above in S4, S5 and S6. 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.

The examination results showed our schools recorded their best ever performance in all the key measures. Achievements included:

Eastwood, Mearns Castle, St Luke's, St Ninian's and Woodfarm had their best ever S4 performance at SCQF Level 5.



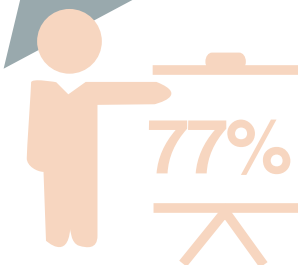
Eastwood, Williamwood and Woodfarm High Schools had their best ever S5 performance at Higher level.

Eastwood, St Luke's and St Ninian's achieved their best ever performance for 1 or more Advanced Highers.

“ There are many examples of young people who achieve outstanding performance in national qualifications. By S6 young people achieve more A passes at Higher level or equivalent than young people with similar needs and backgrounds in other schools. Almost all school leavers achieve a positive destination. ”

Education Scotland Report:
Eastwood High School December 2015

77% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5) surpassing previous best ever achievements and up almost 16% since 2011.



81% ★

64% ★★ ★

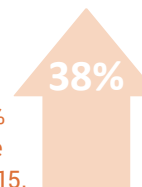
43% ★★ ★★ ★★



The Higher results for S5 pupils continued to show a very strong performance. The proportion of pupils achieving 1, 3 and 5 or more Highers was the best ever, with 81% of young people in the authority achieving 1 or more, 64% achieving 3 or more and 43% achieving 5 or more Higher awards (based on the original S4 cohort).

At Advanced Higher in S6, the authority also achieved its best ever performance with 38% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from 37% in 2015.

38%



Everyone Attaining



Equity is at the heart of the Education Department's Vision 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 10%, 14% and 13% respectively.

Our inspection and quality assurance activities showed that most children in East Renfrewshire's Early Learning and Childcare Establishments were motivated, keen to learn, encouraged to be independent and had opportunities to plan their learning. Staff were committed to providing a broad and balanced curriculum for all children by planning stimulating experiences and designing dynamic learning environments in response to children's needs and emerging interests. The families of children in all of East Renfrewshire's pre-five establishments were offered a home visit for staff to gather important personal information and establish positive relationships. Parents had a wealth of opportunities to engage in their children's learning and develop this further at home.



81% silver award



This increase in parental engagement contributed to 81% of our early years settings achieving silver Family Friendly Status.

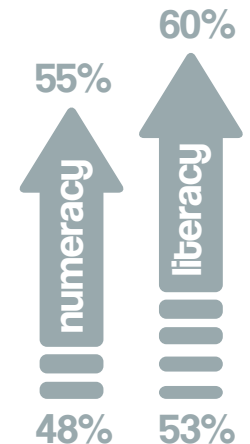
The Let's Play programme was introduced to a further two family centres in East Renfrewshire. The programme aims to develop parents' and carers' skills, highlight the importance of positive play experiences for children and encourage opportunities for quality interactive play between children, parent and carers. A parent commented that,

"It's not about going on big adventures all the time. It's more about the little things we do that make the difference."

The Psychology of Parenting Project (PoPP), developed with NHS Education for Scotland (NES) to improve access to evidence-based parenting programmes was successfully introduced. 23 practitioners from Health, Social Work, Education and Young Persons Services were trained in Incredible Years and Triple P parenting programmes. 84% of children whose parents attend the programme had improved scores in pre- and post-assessment data. To date, 98 families have benefitted from attending PoPP classes with 42% completing the Positive Parenting programme and 58% completing Incredible Years. The retention rates for these programmes were excellent and recognised as the most successful nationally.



In session 2015-16, 74% of young children on entry to primary school achieved the expected developmental milestones, an increase of 5% from 2014-15. 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 in reading, writing and mathematics by 10%, 14% and 13% respectively.'



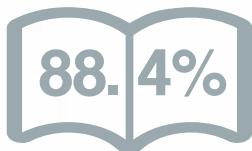
98 families have benefitted



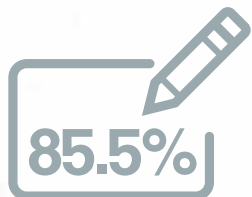


Everyone Attaining

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



88.4% of primary pupils achieved the appropriate levels in reading, an increase of 0.2% in comparison with 2014-15.



In writing, 85.5% of primary pupils achieved the appropriate level, an increase of 1.1% from 2014-15.



88.6% of pupils achieved the appropriate levels in mathematics, representing an increase of 0.3% in comparison with 2014-15.

“ Overall, almost all children at the primary stages make very good progress from previous levels of attainment in numeracy and mathematics and in literacy and English. ”

Education Scotland Report: Netherlee Primary School and Nursery Class March 2016



Statistics from our 2015-16 questionnaires showed that 97% of teachers agreed that all pupils participate in activities which meet their learning needs, an increase of 3% on statistics gathered in 2012-13.



Questionnaires showed that 96% of pupils agreed that they were supported and challenged in their learning, an increase of 3% on statistics gathered in 2012-13.



92% of pupils agreed that help and support was available when required, an increase of 6%, while 85% of pupils stated that staff spoke to them regularly about how to improve their learning, an increase of 4% on statistics gathered in 2012-13.

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; with particular focus on those 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 provide support to senior staff and teachers in schools in using tracking and monitoring tools, including Insight.
- Provide support for professional enquiry to ensure school improvement partnerships have the skills and knowledge to tackle underperformance of key equity groups e.g. gender, ethnicity, lowest performing pupils and pupils from deciles 1-3.
- Support schools to reflect on their curricular provision to improve approaches to meeting individual learner needs.
- Introduce the Let's Play Project to all early years and childcare establishments.
- Continue to provide parenting programmes, develop peer support groups and introduce groups for parents of children aged 0-8 and 8-16.
- Provide a programme of CLPL on child development and play based pedagogy for staff working at the early level.
- Support and challenge establishments to ensure consistent and effective approaches to developing early literacy and English skills and early numeracy and mathematics skills.
- Develop a tracking tool for early learning and childcare establishments.
- Introduce a validated self-evaluation framework for promoting and nurturing early language and communication.
- Develop and launch guidance on 0-6 pedagogy and plan a series of seminars and events to support understanding of continuity and progression from 0-6 years.
- Continue to analyse the results of the developmental milestones to identify strengths and areas where support is required in improving practices.
- Implement the Early Learning and Childcare Strategy.
- Continue to work in partnership with colleagues across services to deliver the Early Years Strategy.





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 Convener's Award for Outstanding Achievement was presented to fifty-three young people or groups across our secondary schools and Isobel Mair School. The young people were recognised for their achievements in sports, music, creativity, community service and volunteering, independent living skills and enterprising initiatives, in some cases at national and international levels. Pupil questionnaires showed that 86% of young people in East Renfrewshire agreed that they had opportunities to celebrate their personal achievements, an increase of 7% on statistics gathered in 2012-13.

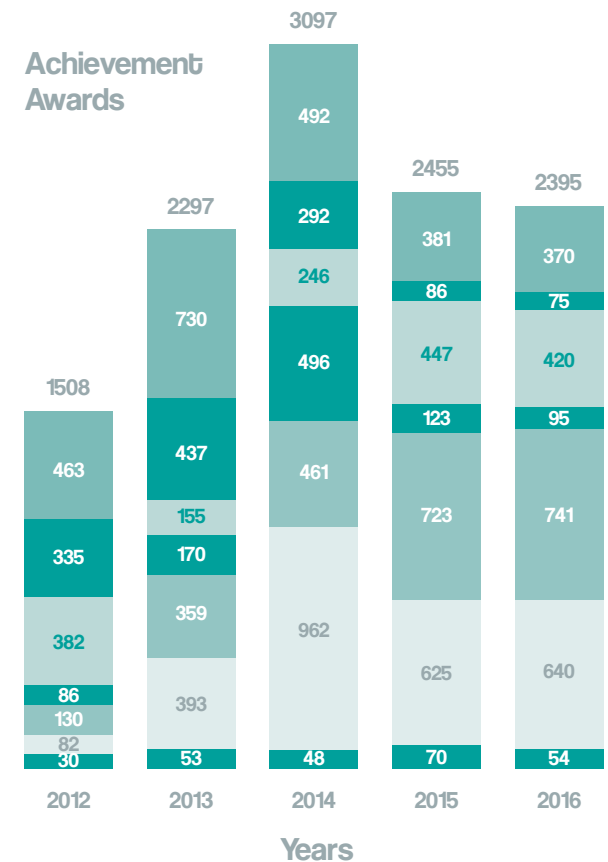
86% |||| opportunities 

Education Scotland noted in their inspection of Eastwood High School that

An increasing number of young people gain awards such as Saltire awards, the Duke of Edinburgh's award, the John Muir award and Sports Leader awards in recognition of their increasing skills and commitment. Young people have brought national and international recognition to the school through, for example, winning the UK Elite Engineering Programme and receiving the prestigious Higgs Boson National Award from the Institute of Physics.

Significantly high levels of participation in sports have contributed to the achievement of the Sports Scotland Gold Award for the school."

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

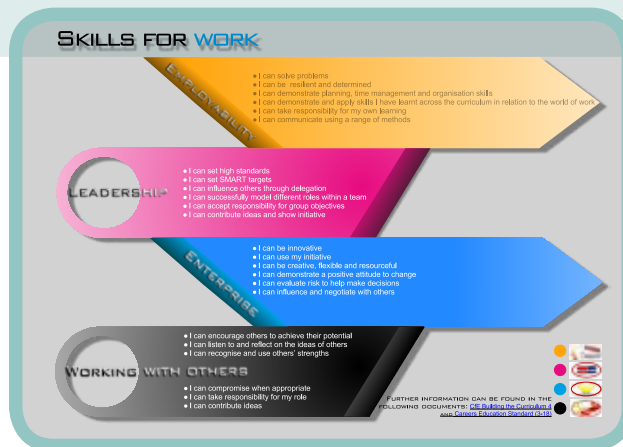


Everyone Achieving

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. 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 335 pupils successfully completed and passed vocational courses across a range of qualifications from SCQF Level 3 through to SCQF Level 7, an increase of 52 on last year's statistics.



All pupils across S1 to S3 in Woodfarm High School had the opportunity to participate in whole school Developing the Young Workforce (DYW) days where they developed their skills for learning, life and work. The event proved to be a major success with young people demonstrating a range of skills including leadership, negotiation, communication and problem solving. The young people continually reflected on their achievements by using the skills for work poster available in all classrooms, in homework diaries and on the school website.



Leadership is crucial in developing high expectations and ambitions for pupils and we continued to support schools to develop leadership opportunities. A team of quality improvement officers, Head Teachers and Depute Head Teachers carried out a review of Curriculum for Excellence (CfE) in East Renfrewshire. The purpose of the review was to establish the effectiveness of the leadership of CfE and the impact of it on the experiences, attainment and achievement of learners in the broad general education (3-15 years).

“ In pre-five, primary and secondary, staff knew their children and young people well, had high expectations of them, were responsive to their needs and provided a caring and nurturing environment for learning. ”

CfE Review:
November 2015

The Leadership Development Programme saw sixteen middle and senior leaders from a range of schools and sectors participating. Evaluations of the programme were very positive in terms of staff development and professional learning.

The Science Team from Mearns Primary School was shortlisted for the prestigious TES Schools Awards in the Science, Technology and Engineering Teacher or Team of the Year category.

A teacher from St Mark's Primary School was awarded the coveted Primary Science Teacher Award for 2015. This well-deserved award was not only for fantastic work in bringing science to life in imaginative and innovative ways for pupils in St Mark's Primary School but also for the support of colleagues and developments across the St Luke's cluster.

In responses to questionnaires, 95% of parents felt that schools were well led, an increase of 2% on statistics gathered in 2012-13. 90% of teaching staff indicated that leadership at all levels was effective, an increase of 2% on statistics gathered in 2012-13.

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, staff and parents contributed very effectively to the process, ensuring that the customer remained at the heart of all that we did.



Everyone Achieving

“ The school’s approaches to monitor and improve the quality of learning and teaching are outstanding. The headteacher with the leadership team provide clear direction and work extremely well with staff to embed a strong ethos of improvement. ”

Education Scotland Report:
Netherlee Primary School and Nursery Class March 2016

Between August 2015 and June 2016, 220 centrally based Continuous Lifelong Professional Learning (CLPL) courses were offered with 2190 staff attending. Courses covered a range of topics from leadership and management to classroom practice with 92% of attendees evaluating their courses as good, very good or excellent, a slight increase on statistics from 2014-15. In questionnaires, 93% of teachers agreed that they had good opportunities to take part in CLPL and 83% of non-teaching staff stated that they had good opportunities for training, an increase on statistics gathered in 2012-13 of 5% and 7% respectively. Adult Learning Services supported 115 adults to achieve their employability related goals and sixteen of those learners moved into work. The learning opportunities on offer were enhanced through working closely with partner organisations. Effective partnerships support engagement with those people who would benefit most from this service. The groups were learner centred and covered a wide range of options from ICT and communication skills to personal development. Participants often engaged with Adult Learning to learn something specific for a job application or interview. An Individual Learning Planning and Review process is offered to ensure that achievements are recorded and progression routes are in place.

“The IT course is very good. I feel more confident now applying for jobs. I couldn’t use the internet before I came to this class and now I can email and attach my CV to apply for jobs.” – Adult Learner

All P7 pupils completed a profile to recognise their accomplishments in terms of attainment and achievement at the end of their primary education, while all S3 pupils developed a profile to mark the completion of the broad general education. These profiles provided robust information to support transition to secondary school or the senior phase. All S3 pupils and S6 pupils in secondary schools received a certificate that fully recognised and profiled their achievements as well as providing statements of achievement related to the four capacities of Curriculum for Excellence. In S6 this complemented SQA certification and broader accreditation.

“ The cluster schools had developed a strategic approach to e-portfolios and profiling. Primary schools had successfully introduced approaches to profiling learning in P1, P2, P3 and P4. The cluster schools were using e-portfolios at P5, P6, P7, S1, S2 and S3 to effectively capture skills development and individual achievements within and outwith school. Relevant staff had attended cluster professional learning and there was evidence that children were becoming proficient in using the language of learning. ”

Effective Transitions
Review: St Ninian’s
Cluster February 2016

Everyone Achieving

School leaver destinations in East Renfrewshire remained very strong. The School Leaver Destination Report indicated that 96.2% of school leavers in 2014-15 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. This was more than 3.3% higher than the national average and a rise from 96.0% in 2013-14. In 2014-15 63% of East Renfrewshire school leavers entered higher education, the highest proportion across all local authorities in Scotland and well above the national average of 38%.



63% of school leavers entered higher education

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 meetings with parent council chairs, the equalities forum, meetings with pupil councils and teacher forums. The Council's Citizen Space was effectively employed to capture the views of parents via electronic surveys.

Through the 21st Citizens' Panel Report, published in January 2016, 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:

Citizens' Panel: Percentage of users rating the service as very good/good

	Primary education	Secondary education	Nursery education	Adult education / training
2014	98%	96%	93%	88%
2015	100%	98%	92%	80%
2016	96%	96%	86%	80%

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.
- Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4 and How Good is our Early Learning and Childcare?
- 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.
- Implement the career long professional learning strategy.
- Provide a programme of CLPL which meets the emerging developments in the curriculum.
- Develop and implement a Digital Learning and Teaching Strategy.
- Continue to work with partners to offer adult learners the opportunity to achieve an SQA accredited qualification.
- 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.
- Support schools and work with partners to deliver the Developing the Young Workforce Implementation Plan.
- Continue to work with vulnerable young people referred for an Activity Agreement.
- Support schools to offer a range of opportunities which will help learners develop skills and celebrate achievements.
- Continue to support schools to develop, use and analyse systems for recording, reporting and celebrating the personal achievements of all children and young people across the four contexts of learning.
- Continue to support schools and services through the focus on Customer Service Excellence and Investors in People.
- Continue to work with a wide range of partners to accredit young people through a range of national achievement awards.
- Implement the Parental Engagement Strategy.
- 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 support establishments in attaining Family Friendly Accreditation.
- Continue to analyse and learn from complaints and amend practice to ensure improved experience 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 CfE Review Report stated that,

“Teachers, who were clearly committed to making CfE a success, had embraced new pedagogy and were ambitious to improve their skills. Schools were developing new curriculum rationales and translating these into curriculum maps and learning pathways for their pupils. Teachers were engaging learners in a more meaningful way and sharing with pupils a common language of learning”.

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 from early years and primary 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.

“The school works closely with staff in associated primary schools to ensure young people, including those with additional support needs, make a smooth transition to high school.”

Education Scotland Report:
Eastwood High School
December 2015

A review of effective transitions in all the schools in the St Ninian’s Cluster showed that overall, learners’ experiences in the primary and secondary sectors were very good with a significant 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:

- * **93%** of staff stated they regularly asked for pupils’ views on how their learning experiences could be improved, an increase of 4% on statistics gathered in 2012-13.
- * **80%** of pupils confirmed they had a say in making their learning experiences better, an increase of 8% on the 2012-13 baseline.
- * **90%** of pupils agreed that the school helped them to become more confident, an increase of 7% on statistics gathered in 2012-13. 96% of parents and carers agreed with this, similar to previous years.
- * **78%** of pupils reported they had opportunities to plan their own learning; an increase of 9% on statistics gathered in 2012-13.

Excellent Experiences

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 litter and eco 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.

A group of 30 senior pupils from across East Renfrewshire’s secondary schools visited Kaponda village in Malawi to support the work of the Betty Cunningham Foundation. The pupils undertook a number of fundraising activities and team building exercises before their visit and while in Kaponda they worked with the children in the school which Betty Cunningham established.

Two pupils from St Ninian’s High School and one pupil from Woodfarm High School were successful in their applications to take up a year’s scholarship to learn Mandarin via the Tianjin Scholarship.

Thornliebank Primary School successfully achieved Intermediate Level of the British Council International School Award. The pupils were involved in a range of initiatives and learning experiences which developed their understanding of global issues. Thornliebank Primary School’s success was noted in the Scottish Parliament.

“An excellent example of internationalism at school, even more so given the relatively small size of the school.” - British Council Assessors



Mearns Primary School was reaccredited with the British Council’s prestigious International School Award in recognition of work to bring the world into the classroom. The Head Teacher and a class teacher took part in a reciprocal visit with their partner school, DLF Public School in Ghaziabhad, India. Their teachers’ visit and links formed with a Glasgow-based charity, Mother’s Care, which operates in India, inspired the pupils to collect clothing for the charity.



1st in Scotland to have all secondary schools awarded a green flag



33 schools & nurseries have a green flag

East Renfrewshire became the first council in Scotland to have all of its secondary schools awarded with an Eco-Schools Green Flag Award. A total of thirty-three schools and early years establishments have now been successful in attaining or maintaining their Green Flag, the international standard of excellence in the Eco-Schools programme, by the national body Keep Scotland Beautiful. This year Carolside, Netherlee, Our Lady of the Missions Primary Schools and Carlibar Campus were awarded their Green Flag. Carlibar Campus was also awarded a Level 3 Royal Horticultural Society’s School Garden Award for the work that the children undertook to improve the biodiversity of the school grounds.



Excellent Experiences

Busby Primary School continued to showcase excellence in learning science as part of the work associated with maintaining the Gold Award of the Primary Science Quality Mark (PSQM). Parents, staff, STEM ambassadors and pupils led workshops and organised a successful STEM Fayre which many parents and guests attended.

Following a successful application, Isobel Mair School was awarded a special grant to transform the MOD into a "flying school" for a week. Pupils embraced the opportunity to experience the very unique sport of "aerial dance". This opportunity encouraged responsive communication, creativity and freedom of movement.



1910 pupils received
music tuition

100 pupils in
the choir

A total of 1910 pupils received instrumental music tuition through the Instrumental Music Service, with over 100 pupils taking part in the choral programme. At least half of the pupils are members of the fifteen authority ensembles, orchestras and choirs which are run through the course of the year, giving performances in school, corporate, community and national settings. The achievements of the Instrumental Music Service were recognised via the nomination for a Major Award by the Music Education Council, one of only two Scottish Instrumental Music Services nominated from a total of eight.

"East Renfrewshire Instrumental Music Service demonstrates a strong use of mentors, peers and role models; also the approach to service delivery demonstrates a particular sense of focus and pragmatism throughout, which leads to creative and grounded approaches." - Music Education Council



Excellent Experiences

For the fifth year in a row, the Instrumental Music Service won the Jazz Services Music Education Award for commitment to jazz education. A fantastic showcase of music making took place when 350 East Renfrewshire musicians competed at the Glasgow Music Festival in the Orchestra, Bands and Ensemble sections with a total of seven orchestras and ensembles taking part.



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.

“ A large number of pupil groups contributed to the strong pupil voice. Pupils reported they felt listened to and that their suggestions were given serious consideration. ”

Support and Protection
Review: Carolside Primary
School December 2015

In statistics from questionnaires, 92% of pupils agreed that they have opportunities to take part in school committees and groups, an increase of 3% on the 2012-13 baseline. The percentage of pupils stating that they took part in out-of-class activities and school clubs increased by 7% from those gathered in 2012-13 to 81%, while the percentage of pupils stating that they knew what out-of-school activities and youth groups were available in their local area was 84%, similar to those statistics gathered in 2012-13.

All primary and secondary schools continue to meet, and in some cases exceed, the Scottish government's target of two hours of physical education per week. By the end of 2015/16, five primary schools and four secondary schools had achieved Sport Scotland Gold Award.

The award is recognition of a school's achievements in putting quality physical education and school sport at the heart of their planning, practice and ethos. A total of ten primary schools and five high schools have achieved the award.



primary



high school

Have achieved
Sport Scotland
Gold Awards

A pupil from Eastwood High School won the Rotary “Best Female Athlete Performance” at the Scottish Schools Indoor Athletics, receiving her Scottish 1500m gold medal from Olympic athlete Laura Muir in addition to winning a bronze medal 1500m at the European Youth Games in Tbilisi.



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The Pope Benedict XVI Caritas Award encourages and promotes the ongoing faith journey of young people. In St Luke's High School, most sixth year pupils made significant contributions to the life and ethos of the school community. They made contributions to the local parishes of St John's and St Thomas' and beyond by being involved in a number of activities, including organising collections for Mary's Meals, working in a Paisley soup kitchen run by the St Vincent de Paul Society, collecting food for a local food bank, working in local charity shops and undertaking extensive ground maintenance work in their local parishes. At the national Caritas Awards Ceremony, more pupils from St Luke's High than any other school in Scotland received this prestigious award.



Excellent Experiences

The education framework for meeting the additional support needs of learners in line with the Children and Young People (Scotland) Act 2014 was reviewed and redesigned. Feedback from the pilot of the new draft GIRFEC (Education) Framework indicated that the new streamlined framework contributed to a more proportionate approach to meeting the wellbeing needs of children and young people.

The Educational Psychology team, in collaboration with staff from Carlibar Communication Centre and Isobel Mair School, delivered a series of workshops for parents including: Introducing social communication needs and practical support strategies; Understanding Sensory Issues; Exploring Cognitive Theories and Promoting Resilience in Parents, Carers and Families. Parents attending provided very positive feedback and highlighted the benefits of increasing their knowledge and understanding, developing new skills and sharing ideas with other parents.

"I loved that it was friendly and relaxed and to hear strategies that I had never thought of." - Parent

A total of thirty-five adult learners took part in literacies learning to overcome gaps in their education, increase confidence, learn something new and improve life chances. Every learner received tailored support after creating an online Individual Learning Plan that ensured that every individual's expressed needs were being met.

"Attending Adult Learning classes have given me confidence in the workplace and a belief in myself to start to look at developing my career. For years I have stagnated, feeling embarrassed and not equal. I had to ask work colleagues for help. And I am now learning to do it for myself and not relying on others." - Participant

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with twenty eight schools involved across the authority. A total of four schools hold the Level 2 Award and ten 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.

**Level 2
Award**



**Level 1
Award**



Excellent Experiences

St Thomas' Primary School held a Rights Respecting Schools Day of Action which successfully facilitated partnership working with pupils, parents, carers, staff and pupils from St Luke's High School. The aim was to celebrate diversity and raise awareness of the United Nations' Global Goals for Sustainable Development.



Reported and recorded instances of bullying behaviour across educational establishments remained low. There was a slight increase in primary from 5 to 5.3 incidents per 1000 pupils; in secondary schools the rate increased from 3 to 5.5 incidents per 1000 pupils.

Incidents and alleged incidents of racist behaviour remained consistently low across education establishments. Schools' Equalities Coordinators met with Education Department personnel for training, information and sharing of best practice.

All primary schools continued to build on the training received working in partnership with Show Racism the Red Card. Giffnock Primary School was the winner of the National Competition for Show Racism the Red Card charity. A Primary 2 pupil not only won in the age group category for the competition but was also the overall winner.



In statistics from questionnaires, **93%** of pupils agreed that they felt safe and cared for in school, an increase of 6% on data gathered in 2012-13.

92% of pupils also stated that they have adults in school that they can speak to if they are upset or worried about something, an increase of 2% on statistics from 2012-13.

80% of young people in East Renfrewshire agreed that staff were good at dealing with bullying behaviour, an increase of 6% on statistics gathered in 2012-13.

91% of young people in East Renfrewshire agreed that they are treated fairly and with respect by staff and other pupils, an increase of 5% on statistics gathered in 2012-13.

“ Relationships among pupils and between pupils and staff were of a very high quality. Staff interactions with pupils at all levels were caring and supportive. The behaviour of pupils in the classroom and the wider school was exemplary; pupils were highly motivated and engaged in their learning which contributed to the positive learning environment. ”

Support and Protection Review:
Carolside Primary School
December 2015

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 pupils stated that staff make sure pupils behave well, an increase of 7% on statistics gathered in 2012-13.



The number of temporary exclusions from schools in East Renfrewshire in 2015-16 is the second lowest rate ever recorded. There were 31 incidents of exclusion in the secondary sector and none in the primary. The authority achieved its 3-year average target (2014-16) of 58 exclusion incidents per 1000 pupils for looked after children with a rate of 23 incidents per 1000 pupils in the three year period. The value for 2015-16 was 41 incidents per 1000 pupils.



Excellent Experiences



School meal uptake levels remained above the national average and recent digital developments including the introduction of ParentPay, the new online payments system, helped to encourage further uptake of the service. In questionnaires, 73% of pupils in East Renfrewshire agreed that their school encouraged them to make healthy food choices, an increase of 6% on statistics gathered in 2012-13.

Children and young people attending the holiday activity programme were involved in the preparation of lunch over the week. This initiative was recognised in the achievement of a National Innovation Award for the holiday activity programme as a whole.

Isobel Mair School piloted a Healthy Lives @ IMS club, in partnership with School Facilities Management and Active Schools. The club was designed to encourage families to learn together with their young person to cook and eat healthier food and to experience a sports activity together.

The Education Department's budget for 2015-16 was brought in on target. Recognising the ongoing difficult financial climate the department continued to take early action in preparing for future budget reductions which contributed to savings achieved.

Work continued with new educational building projects:

- ★ **A replacement Barrhead High School.**
- ★ **A new faith schools' joint campus comprising a new Catholic Primary School, St Clare's, relocating our existing Jewish primary school, Calderwood Lodge, along with increased nursery places.**

Other major projects taken forward included:

- ★ **Major refurbishment and extension of Crookfur Primary and Nursery.**
- ★ **The completion of work at Madras Family Centre to extend the provision of additional early learning and childcare places for eligible two year old children.**
- ★ **Cart Mill Family Centre was established to increase early years places in the Busby/Clarkston area.**
- ★ **Work on the design of the new Arthurlie Family Centre at the Auchenback Community Hub will see increased provision for babies to under 5 year olds.**
- ★ **Significant investment to upgrade the dining/kitchen facilities at Our Lady of the Missions Primary School.**
- ★ **Significant investment to upgrade ventilation at Netherlee Primary School.**
- ★ **The development of plans to extend Carolside Primary School's dining facilities.**

Glow is Scotland's national intranet for education. This year the Education Intranet was transferred to the Glow environment, allowing anytime, anywhere access to resources for staff, children and young people. Wireless capability was completed in all secondary schools and 18 primary schools. This allowed mobile managed devices to access our school network.

Feedback from staff and pupils was very positive regarding the impact on learning and teaching via immediate online access. Mearns Castle High School also completed a successful pilot to allow Bring Your Own Device (BYOD).

Excellent Experiences

What are we going to do now?

- Continue to support schools to implement the National Qualifications, including their assessment practices in line with the national framework.
- Establish in everyday practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase.
- Continue to implement 1+2 Languages Strategy in all primary schools.
- Implement the Science Action Plan.
- Continue to build on the successes of the Instrumental Music Service's ensembles, bands, orchestras and choirs and provide them with a wide variety of performance opportunities.
- Continue to develop physical literacy for children in early learning and childcare establishments.
- Continue to support all educational establishments to achieve accreditation for the Eco Schools Green Flag.
- Implement the updated national guidance on the Children and Young People's (Scotland) Act 2014. Continue to support the implementation of the GIRFEC (Education) Framework within all schools and early learning and childcare centres through ongoing policy development, consultation and CLPL.
- 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.
- Continue to provide tailored learning support to adult learners through individual learning planning.
- Review the implementation of and where appropriate amend the inclusion policy.
- Continue to provide annual child protection training for staff.
- Continue to ensure, in partnership with other agencies, the social and emotional health and wellbeing of pupils through the Outreach Support Service.
- Launch the new programme on Relationships, Sexual Health and Parenthood Education for non-denominational secondary schools.
- Help schools and services to promote and sustain a sense of equality and equity through the curriculum & service delivery and across all aspects of their work.
- 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.
- Expand catering provision in the early learning and childcare sector to address new legislative requirements.
- Target available resources in line with the Education Department Vision.
- Continue maximising efficiency opportunities and planning ahead for further budget reductions.
- Continue with major building projects: Barrhead High School, Faith Schools' Joint Campus, the extension and refurbishment works at Crookfur Primary School and with HSCP progress Arthurlie Family Centre at Auchenback Community Hub.
- 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.
- Develop our digital capacity and modernise services for all learners and residents.
- Implement the Curriculum for Excellence Action Plan.
- Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of bureaucracy within schools.

