EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

1 OCTOBER 2020

Report by Director of Education

PROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL IMPROVEMENT FRAMEWORK

PURPOSE

1. The purpose of the report is to update elected members on the Education Department's progress in implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

RECOMMENDATION

2. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The 2020 National Improvement Framework and Improvement Plan was published in December 2019.

4. The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.

5. The priorities set out in the NIF mirror our own aspirations set out in our Community Plan and Fairer East Ren Plan, West Partnership Plan, Local Improvement Plan and Education Department vision of "*Everyone Attaining, Everyone Achieving through Excellent Experiences*".

6. Elected members will be aware of the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire*. The strategy is designed to tackle inequity and inequalities in educational experiences and outcomes and places an emphasis on curriculum, teaching and life-long learning along with putting the needs and circumstances of the individual learner at the centre.

7. The annual 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):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

8. Education Scotland has been tasked with gathering some of the data used by the Scottish Government to evidence how effectively the improvement activity set out in NIF is bringing about improvement across Scotland. Part of this information includes asking Local Authorities to provide high level, evidence based, evaluative comments for key themes associated with the NIF and Improvement Plan. Given the context this year, Local Authorities were also asked to provide an overview of the initial response to supporting children, families and school communities throughout the Covid-19 crisis. A copy of the ERC response is attached as Appendix 1.

REPORT

9. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland, Care Inspectorate and Customer Service Excellence will be used to identify steps which need to be taken to secure continuous improvement.

10. Evidence for the report (Appendix 1) was drawn from various sources including:

- performance 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; and,

11. Education Department guidance on improving quality of provision has been refreshed annually since 2016-17 to reflect the NIF and Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.

12. A high level summary of the progress in East Renfrewshire with the four national priorities set out in the NIF is included in Appendix 1. Key highlights include:

- over the last 5 years the proportion of leavers attaining literacy and numeracy combined at SCQF levels 4 to 6 has increased, most significantly at level 5;
- Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 achieving their milestones on entry to P1 has

- increased at double the rate of children residing in decile 8-10 areas, since 2016-17;
- In questionnaires 90% of pupils and 99% of staff indicated that children and young people were treated fairly and with respect;
- in 2018-19 97.5% of leavers were in a positive destination, the highest result to date;
- 96.9% of ERC 16-19 year olds were participating in education, training or employment, well above the national figure of 91.6% and the highest result for mainland local authorities; and,
- over the past three years, the percentage of school leavers attaining vocational qualifications at SCQF Level 5 or Level 6 has increased, the ERC performance was significantly better than the national average.

13. In relation to the drivers of improvement included within the NIF and Improvement Plan, the following areas are noted:

- the ongoing implementation of the ERC Leadership Strategy;
- the development of a learning, teaching and assessment framework;
- the extensive focus by establishments to ensure a shared understanding of standards and effective moderation of teachers' professional judgements;
- the impact of the Parental Engagement strategy;
- the importance of supporting schools to adapt their curriculum to reflect the loss of learning due to school closures and the delivery of new experiences to assess and address gaps in children's progress both in the broad general education and senior phase;
- the implementation of Literacy and Numeracy and Mathematics strategies and associated professional learning to improve further the quality of the learning, teaching and assessment in these key areas; and,
- the rigorous processes in place to track, monitor and report on progress, including analysing, benchmarking and sharing best practice across the West Partnership and Scotland.

14. In terms of the initial response to Covid-19, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. The number of children and young people attending the six learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228. In addition, at May 2020 around 86% of pupils were regularly engaging with home/remote learning activities.

15. In seeking to address the learning loss experienced by pupils over the school closure period, establishments have been encouraged to address the impact of COVID-19 in a holistic way, not just literacy and numeracy but resilience within the context of health and wellbeing. The department will be working closely with individual schools to explore the opportunities made available by the additional Scottish Government funding, and will provide a further report to committee at a later date.

16. The implementation of priorities in the NIF and Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

RECOMMENDATION

18. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

Mhairi Shaw
Director of Education
1 October 2020

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<u>Background Papers</u>
National Improvement Framework:
https://www.gov.scot/publications/2020-national-improvement-framework-improvement-plan/
Advancing Excellence and Equity in Education in East Renfrewshire
http://www.eastrenfrewshire.gov.uk/ChttpHandler.ashx?id=16950&p=0
Local Improvement Plan 2020-2023
https://www.eastrenfrewshire.gov.uk/media/1223/Education-Committee-Item-05-23-January-2020/pdf/Education_Committee_Item_05_-_23_January_2020.pdf?m=637273822095470000

<u>Appendix</u>
1. Response to Education Scotland – Evidence gathering template

Appendix 1

National Improvement Framework for Scottish Education- NIF Return 2020		
Priority: Improvement in attainment, particularly in literacy and numeracy		
	Successes and impact	**Challenges and Next steps**
Please highlight successes, challenges and next steps relating to improvement in literacy and numeracy in your local authority. This should be high-level and evaluative in nature. Prompts • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted	Over the past 7 school sessions, the authority has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sectors. This has been essential in supporting schools in identifying interventions best placed to have the biggest impact on improving literacy and numeracy. All establishments have 'moderation facilitators' who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels. All early years and primary staff including senior leaders and quality improvement officers participate in authority wide assessment moderation events. In 2019-20 93% of practitioners indicated in online evaluations that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and 86% had increased confidence in the integrated approach of learning, teaching and assessment as a result of the moderation activities they participated in. Of the learner evidence submitted for the authority moderation event 84% were judged to have met the standard. This was similar to last year however, learner evidence was moderated by multiple groups in session 2019-20 which has indicated that there is increasing progress with staff across establishments and clusters agreeing standards and expectations Literacy and Numeracy We have continued to deliver Reading Recovery training to our school staff and beyond and have seen success in terms of reading progress for participating pupils. Of the participating children in 2019-20 there was an average increase of 2 years in reading age. We have developed further programmes related to the methodologies of Reading Recovery in order to support wider groups of children in their literacy development. Early pilot activity of these programmes in identified schools has seen improvements in performance in reading at targeted stages. These programmes will be developed further and rolled out via staff training opportunities this session. The ongoing English and Literacy staff CLPL programme has continued again this year, introducing new methods of delivery which encourages staff to attend a number of progressive sessions, implementing strategies and reporting on their success/impact at follow up sessions. This model of delivery was based on research completed by Educational Psychologists regarding how best to deliver professional learning and has had a positive impact on staff with those participating indicating an increase in confidence in the delivery of literacy and English. Schools have indicated through their self-evaluation processes that the children participating in Reading Recovery are transferring their skills to the class setting and practitioners are noting improvements across literacy and English.	The Education Department has identified the importance of prioritising those areas that will help staff at all levels to nurture and support our children and young people's wellbeing as they adjust to returning to school and settle into new patterns of learning. There are plans to support schools to adapt their curriculum to reflect the loss of learning due to school closures and the delivery of new experiences to assess and address gaps in children's progress both in the broad general education and senior phase. The role of link Quality Improvement Officers will continue to be focused on providing ongoing support for self-evaluation and school improvement. As we focus our school improvement activities on recovery, Quality Improvement Officers will work alongside school leaders as a 'critical friend' in relation to recovery planning, learning loss, improvement planning and standards and quality reports. The range of professional development activities will narrow significantly this session in order to protect staff time and capacity to adapt to the developing situation. Where appropriate, online platforms

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| to improve literacy and numeracy. | Throughout the year, Adult Learning Services provided English to Speakers of Other Languages (ESOL) Parent workshops; equipping parents with the skills and knowledge to support their children better at home. The course focused on phonics, reading and writing. Parents increased their own literacy skills, and gained confidence to enable them to get more involved in their children's learning.

In 2019-20 the following range of achievements were recognised:
• Everyday English ESOL National 2 unit
• ESOL Beginners Literacies unit
• ESOL studies at West College Scotland.
• ESOL SQA National 2 qualification in partnership with Clyde College.

Throughout March to August 2020, there has been continued provision of Family Learning opportunities remotely and these have proved popular. Families have been enthusiastic about continuing to learn, increasing their own confidence to support their children with literacy at home.

As part of the Numeracy and Mathematics Strategy there was a commitment to provide high quality professional learning opportunities for staff from all sectors to ensure they feel confident in the delivery of this area of the curriculum. In 2019-20 there was a suite of workshops on offer to all staff, led by practitioners across all clusters and all sectors. These were highly evaluated by participants. Overall the sessions were evaluated by almost all participants as having increased their knowledge of the subject area and provided them with new approaches to incorporate into their practice. Almost all evaluated the sessions as good, very good or excellent.
There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. Secondary colleagues also identified a representative to ensure there were opportunities for collaboration across sectors and clusters at regular intervals throughout the session.

Use of data to identify next steps for improvement
East Renfrewshire's Education Department makes excellent use of rich, robust and consistent attainment data, which is central to all improvement actions towards raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, including: local baseline assessments of children on entry to P1; local standardised assessment data; CfE attainment and Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. Officers develop strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets for improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty | will be used to continue to support high priority activities related to health and wellbeing and core learning, teaching and assessment. We will continue to evaluate the needs of schools and families as we move forward and adapt the support from the department to meet our school communities' needs.

We will not be planning a moderation event at local authority level in 2020-21. Instead our focus will be to support all establishments with the assessment of learners' progress. The West Partnership Assessment Portal will be utilised where appropriate to facilitate moderation activity across authorities providing opportunities for practitioners to engage in dialogue linked to all aspects of learning, teaching and assessment.

All establishments will continue to provide opportunities for all practitioners to engage in meaningful moderation activities at department, establishment, cluster and subject group levels to develop a shared understanding of standards and expectations. These opportunities, alongside the supporting framework should strengthen the consistency, comparability and reliability of our Curriculum for Excellence teacher judgements across schools and clusters. |

Appendix 1

	related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target. Educational establishments are provided with access to current and historical literacy and numeracy attainment data and characteristic information for each individual pupil via the department's Broad General Education and Senior Phase tracking databases; these data tools provide pupil performance analysis at curricular component and individual question/task level along with pupil characteristics information. Attainment in Literacy and Numeracy The levels of attainment of East Renfrewshire pupils at S4 to S6 has increased over the past 5 years and in many cases significantly. The Council's performance in almost all cases consistently significantly outperforms its virtual and regional comparators' levels of attainment. Over the past 5 years: • the proportion of S4 pupils achieving SCQF level 3 has remained consistently high in literacy and numeracy; • the proportion of S4 pupils achieving awards in literacy and numeracy at SCQF levels 4 & 5 has increased - at level 5 there is a significant increase of 11% and 5% in literacy and numeracy respectively; from 2014-15 to 2018-19 • Analysis of progression from S2 Standardised Tests to S4 National Qualifications provides clear evidence that learners are making very good progress from prior levels of attainment. • the proportion of leavers attaining literacy and numeracy combined at SCQF levels 4 to 6 has increased over the last 5 years, most significantly at level 5 by 5%. In 2018/19 the authority had its highest recorded performance of S5 & S6 leavers attaining literacy and numeracy (combined) at SCQF level 4 and level 6 and the second highest at level 5, whilst maintaining very high proportions of young people achieving level 3. Over the past 5 years: • the proportion of S4 pupils achieving awards at SCQF level 4 has remained high at 1+ to 10+ awards; 9+ awards at level 4 has increased significantly; • at SCQF level 5, the proportion of S4 pupils achieving 1+ to 10+ awards has increased and significantly in several cases; • the proportion of S5 pupils achieving 1+ to 5+ awards at SCQF level 6 has increased in almost every measure - there has been significant increases at 4+ and 5+ awards; • the proportion of S6 pupils achieving 1+ to 8+ awards at SCQF level 6 has increased and in several measures significantly; • The proportion of young people achieving 1+ and 2+ awards at SCQF level 7 has increased significantly.	Challenges have been linked to Covid-19 interrupted learning and has impacted the literacy learning of both staff and pupils. We are planning programmes to address gaps in literacy learning and specifically in relation to those children who were unable to complete the Reading Recovery programme. Staff CLPL will continue but using remote/virtual platforms and will be focused on specific methodologies which will support literacy and numeracy learning following the interrupted learning children and young people have experienced. There will also be a focus on improving our approaches to blended learning, sharing good practice and research to provide enhanced learning experiences remotely for our learners. We are planning professional learning opportunities for Maths Champions and all practitioners by developing a programme of sessions led by experienced staff from across the local authority and some of the materials from the Education Scotland Professional Learning Resource. CfE Teacher judgements for P1, 4, 7 and S3 not available for 2019-20.

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National Improvement Framework for Scottish Education- NIF Return 2020		
Priority: Closing the attainment gap between the most and least disadvantaged children		
	Successes and impact	**Challenges and Next steps**
Please highlight successes, challenges and next steps relating to the extent to which your local authority is closing the poverty related attainment gap. This should be high-level and evaluative in nature. Prompts • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had significant impact on addressing the poverty related attainment gap.	Pupil Equity Fund (PEF) – Most primary schools continued to deploy a proportion of their PEF allocation to support the implementation of Reading Recovery. Schools selected target groups through analysis of their own attainment data. All primary schools who adopted this intervention reported significant improvements for all children who participated. In some cases, schools reported an average improvement in reading age of 12 months. Ongoing assessment and focussed tracking provided detailed information on pupil progress throughout the course of the intervention. A few schools deployed a proportion of their PEF allocation to employ a Family Wellbeing Worker (FWW) through Children 1st. The FWW provided a high level of support to identified families and supported with aspects of health and wellbeing, working with pupils in school and pupils and families in the home. Children 1st provided individual support for identified children through: • Individual work with children to increase social, emotional and behavioural skills within the school environment and the family home; • Facilitating parental / carer involvement in school learning; • Family sessions focusing on a range of issues to help them take positive steps to improve their school attainment; • Facilitating Kitbag sessions for children and parents / carers; • Providing contact through school holidays and periods of Scottish Government school closure to potentially reduce family stress; • Providing practical support to families including debt and money advice with a focus on building security and again reducing family stress and worry. All Families involved gave positive feedback and felt that the worker provided an effective link between home and school. Alongside this, a few schools used funding to purchase the 'Kitbag' resource, aimed at improving mental health and wellbeing and encouraging pupils to reflect on their feelings and emotions. All pupils who took part in sessions provided positive feedback. With some staff also reporting that they recognised the impact of the programme on pupils when they were in the classroom setting.	Due to lockdown, schools were unable to fully implement some interventions and conduct post intervention assessments/gather post-intervention data in order to fully gauge impact. As our children and young people return to school it is likely that many children and young people will have been affected by the school closures and the gap may have widened between the most and least disadvantaged. A guide has been developed to support schools to consider how best to address the learning loss, making effective use of the additional resources provided specifically for COVID-19, along with the additional PEF and Lowest 20% resources; aligning these with their improvement/recovery plan. Establishments will be encouraged to address the impact of COVID-19 in a holistic way, not just literacy and numeracy but resilience within the context of health and wellbeing. Head Teachers have the discretion to make decisions about how they spend the funding provided by the Scottish Government but it should focus on the learning loss suffered by all pupils during lockdown. Joint/cluster working that supports improvement is encouraged as is collaboration and sharing of resources.

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The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools. The analysis of outcomes for children and young people in the key equity groups are a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan improvement activity; and set targets.

Our establishments carry out a baseline and developmental milestones assessment at the start of Primary one. This data is analysed across all key equity groups to inform progress towards closing the gap; highlight longitudinal trends in attainment; and inform next steps. The department leads and co-ordinates the standardised test programme across Primary 1, 3, 5, 7 and Secondary 2. Data from these assessments are analysed across all key equity groups and presented to Senior Leadership teams at local authority and school level.

Attainment evidence demonstrates that ERC schools continue to close the poverty related attainment gap. For example:
- Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 has increased at double the rate of children residing in decile 8-10 areas, since 2016-17.'
- 2019-20 three year analysis shows that the gap in the average S2 ERC standardised assessment score between pupils residing in SIMD 1-3 and SIMD 8-10 has decreased in both maths and reading; analysis shows a similar trend between those pupils entitled to a free school meal and those who are not.
- Attainment in SQA awards in 2019 demonstrated that the proportion of S4 pupils entitled to a free school meal and achieving 5 or more awards at SCQF Level 5 increased by 16% with now more than half of these pupils achieving this milestone. Moreover, the average total tariff points of pupils residing in deciles 1-3, has increased at a significantly higher rate than the other decile groups, since 2016.
- Analysis of young people leaving school at S4, S5 and S6 demonstrates that the average tariff points achieved by pupils residing in each decile area and attending East Renfrewshire school, is greater than the authority's virtual comparator in both total and complementary tariff points; in most years, performance in SIMD 1–6 is much greater than the comparator's. This is a trend demonstrated over the past 5 years.
- In 2019 the proportion of school leavers residing in lower SIMD residencies and entering a positive destination increased to an all-time high. Since 2015, the proportion of pupils in lower deciles residencies entering a positive destination has increased by around 3.5% more than those residing in upper SIMD areas.

A Child Poverty Delivery Improvement Group was established to support coordinated working across services to reduce the impact of child poverty. The Education Department

We will monitor the impact of interventions taken by schools to reduce the cost to families of school attendance and participation through PEF planning and reporting.

	has identified targets and critical indicators which will be monitored over time to assess the impact of the department's work to reduce child poverty.	We will audit the cost of the school day across all schools.

National Improvement Framework for Scottish Education- NIF Return 2020		
Priority: Improvements in children and young people's health and wellbeing		
	Successes and impact	**Challenges and Next steps**
Please highlight successes, challenges and next steps relating to measures which you have taken to develop the understanding of staff in key areas relating to health and wellbeing (processes and outcomes).This should be high-level and evaluative in nature. Prompts • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences.	The Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. *Healthier Minds* was launched across the council at a successful event on 5th February 2020. A *Healthier Minds* website was created to complement the document. https://blogs.glowscotland.org.uk/er/healthierminds. A conference was held in September 2019 to launch a revised Inclusion Strategy and CLPL Programme to support its implementation. The conference was attended by leaders from all education settings. A keynote session was delivered with Pivotal Education, an education training consultancy specialising in behaviour management, and a number of schools subsequently engaged in further development work with this organisation. High level messages were delivered in relation to relationship-based approaches, nurture and trauma-informed practice. The conference was extremely well evaluated and the CLPL programme was well received although its implementation has been impacted by Covid-19. Training in nurturing approaches was delivered to a range of staff in early years, primary and secondary. All participants reported that the training helped them to meet the needs of children and young people in their context. A practitioners' network was also established. Through this collaborative forum participants: shared best practice and resources with other practitioners; received information on new research, resources and training opportunities; and collectively identified training needs which will inform the content of future network meetings. Staff were also recruited to engage with the Compassionate Connected Communities professional learning resource but this was overtaken by the Covid-19 pandemic.	Healthier Minds is a key resource to inform and support recovery. We have created a video and support guide to be shared with all staff across all settings on the August INSET days. We will continue to develop Healthier Minds as a comprehensive resource and there will be ongoing evaluation of its impact on children, young people, parents and professionals. We will revise and refine the CLPL Inclusion Programme to focus on recovery and re-connection. We will evaluate the impact of the programme on inclusive practice within settings. Nurturing approaches will have a prominent role to play in the current context of educational recovery and we will continue to provide relevant and impactful CLPL. The Nurturing Approaches in the Classroom training is likely to be particularly relevant and delivery of this should be prioritised in Term 1 through an appropriate medium. Compassionate and Connected Communities is a professional learning resource which centres on a practitioner enquiry model. While the content would undoubtedly be relevant, further information will need to be gathered from

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• Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education?	In the year 2019-20, 32 education staff took part in Applied Suicide Intervention Skills Training (ASIST) course. 100% of participants felt the training increased their confidence in responding to and supporting someone who is at risk of suicide. Training on supporting LGBT young people in education was provided for school equalities coordinators by Stonewall Scotland as part of our continued participation in the Stonewall Education Champions programme. Aspects of this training were also delivered to the parent Equalities Forum to support wider dialogue within and across school communities, leading to increased understanding of the need for inclusive approaches to education and the steps to be taken at establishment level to improve wellbeing outcomes for this group. Positive engagement with Rape Crisis Scotland and Scottish Woman's Aid is further developing the quality and consistency of curricular resources. The Education Department has worked closely with a Rape Crisis development worker from the Rosey Project in order to deliver workshops for pupils on themes which include sexual violence, consent and pornography. This has led to effective and supportive relationships being established with pupils. In questionnaires, 99% of staff indicated that children were treated fairly and with respect by staff, with 90% of children agreeing with this. 97% of staff also indicated that children and young people were encouraged and supported to treat others with respect, 79% of pupils agreed that other pupils treated them with respect. The Education Department has very effective arrangements in place in relation to safeguarding. Most pupils (89%) feel safe in school and almost all staff understand how to apply the school's procedures relating to child protection and safeguarding (98%). 100% of ERC schools evaluated QI 3.1 as good or better in 2017-18, 2018-19, 2019-20 and 2020-21. A multi-agency child protection audit identified areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as child sexual exploitation, child trafficking and significant case review is supported and enhanced by their participation in networking meetings led by the Lead Officer for child protection and through attendance at multi agency public protection training events. An updated Child Protection briefing presentation has been produced and shared with schools for use with all staff during in service days. Senior and pastoral care staff in schools and across East Renfrewshire have received professional training in the Signs of Safety approach to Child Protection which has been embraced by the local Child Protection Committee. Settings have reviewed their anti-bullying policies in line with the Standard Circular which was revised in 2019. Settings continue to pursue the Rights Respecting School Award with	participants regarding their availability and the applicability of such a model at this time. We will support settings to develop a recovery Health and Wellbeing curriculum. We will support secondary schools to progress towards the LGBT Youth Charter through a planned 2-year partnership with LGBT Youth Scotland

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	11 schools at Gold level and 12 at Silver. WOSDEC (West of Scotland Development Education Centre) has delivered a range of Learning for Sustainability professional learning sessions for staff which align with the 2030 Sustainable Development Goals.	

Appendix 1

National Improvement Framework for Scottish Education- NIF Return 2020		
Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
	Successes and impact	**Challenges and Next steps**
Please highlight successes, challenges and next steps relating to how your local authority is developing their young workforce programme from Early Years to Senior Phase. This should be high-level and evaluative in nature. Prompts • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage e.g. all learners in secondary schools will have received work placements by the end of Senior Phase. • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways.	Progress continues to be made in relation to DYW in both the BGE and Senior Phase. We work closely with a wide range of partners to ensure that all of our young people benefit from opportunities including work placements. All of our young people receive a work placement before the end of the Senior Phase with some experiencing more than one placement as appropriate to their learner journey. Our partnership with SDS ensures that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. We participate in staff CLPL to enhance their knowledge in relation to careers information and guidance and have delivered targeted training around the Career Education Standard, My World of Work and the datahub. This session, SDS presented to our Parent Council Forum to increase parental awareness of the diversity of opportunity available to learners in our secondary schools We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. We showcase the skills our young people have developed in the DYW Banquet where employers see first-hand what young people have been learning in school and college and how they are able to demonstrate and apply these skills in different contexts. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** School leaver destinations remain consistently high and above the national average and comparator local authorities. Initially in 2018-19 97.5% of leavers were in a positive destination, with 96.7% in the follow up survey. This was the highest result ERC has ever achieved in relation to initial destinations and well above the national average. In addition the latest participation data (2019) indicated that 96.9% of ERC 16-19 year olds were participating, well above the national figure of 91.6% and the highest result for mainland LAs.	We will continue to focus on extending opportunities for enhanced DYW experiences in our primary schools and early years establishments. Our biggest challenge will be around how we encourage employers to support work placements given the impact of Covid-19. Priority will be given to those young people for whom a work placement forms part of an overall qualification – e.g. Foundation Apprenticeships. We are exploring opportunities for virtual placements and project related work experience with pupils completing challenges set by employers. Deliver training in relation to labour market information more regularly with SDS providing updated data on a monthly basis. We will put systems in place to ensure that intelligence is accurate and up to date and develop ways of sharing this information with parents and young people using social media and virtual platforms. Continue with monthly datahub meetings focusing on those young people most in need of support. We will work closely with our colleagues to focus on our No-One Left Behind strategy to ensure that we proactively seek out work related opportunities for our young people.

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• The range and quality from 'engaging' to 'influencing' of education-employer partnerships. • Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications.	Extensive use of the national data-hub in schools and with partners supports the development of appropriate pathways for all young people. The development of IT and use of interactive platforms to assist dialogue in relation to identifying and supporting young people who would benefit from intervention has ensured that our datahub systems have continued unchanged. The ERC vocational programme delivers over 70 courses, ranging from level 1 to level 8 to around 600 students including over 70 young people undertaking Foundation Apprenticeships across a range of frameworks. The latest data provided by the Scottish Government in relation to the percentage of school leavers attaining vocational qualifications is noted below. At both SCQF Level 5 and Level 6, in 2018-19 ERC performed significantly better than the national average.	

	ERC			National		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
1 or more at SCQF Level 5 or better	16.5%	20.2%	21.2%%	12.8%	14.8%	17.1%
1 or more at SCQF Level 6 or better	7.9%	11.4%	10.9%	2.5%	3.8%	4.6%

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Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
	Successes and impact	**Challenges and Next steps**
Please provide an initial overview around the successes of your local authority response to supporting children, families and school communities during the Covid-19 crisis. Prompts • Home learning and the use of digital platforms including managing the 'digital divide'. • Identifying any groups that are being disadvantaged, particularly those in digitally excluded or marginalised households which are likely to be less engaged with home learning, and those with complex needs. • Capturing pupil voice, for example surveys about home learning. • Sharing effective practice. • Cross-sector working, for example links to charitable organisations.	During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. The education department established six learning hubs for vulnerable children and children of key workers; all other children and young people were supported by teachers and support staff to engage with and participate in digital and remote learning opportunities to ensure continuing education provision. Senior and pastoral care staff in all settings maintained regular contact with all vulnerable pupils, whether they were learning at home or in a hub and provided additional support as required to address any wellbeing or learning needs. The number of children and young people attending the learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228. Key staff from the education department and all settings have worked closely with colleagues in HSCP to ensure that the needs of vulnerable children and young people are prioritised. This has included weekly liaison and planning meetings between Educational Psychology, Social Work and Health to coordinate support for vulnerable children and young people and their families as well as close partnership working in relation to specific individual situations. This resulted in an increase in the number of vulnerable pupils attending Hubs. Close cooperation between Education and HSCP colleagues has also ensured that youth counselling has continued to be available. The *Healthier Minds* resource was regularly updated with accessible information for parents, children, young people and professionals. Between the start of lockdown and the end of term there were 8285 page views of *Healthier Minds* online. A questionnaire for professionals was devised to ascertain the extent to which the resources have been used during the period of lockdown. 83.3% said they found *Healthier Minds extremely* or *very* useful in supporting children and young people's wellbeing in East Renfrewshire. 61.5% said they'd recommended *Healthier Minds* website and resources *very frequently* or *frequently* to colleagues. Additionally, a series of Health and Wellbeing newsletters were shared through social media and setting websites with pupils and families; these provided advice and practical suggestions to maintain good physical and mental health. Schools have been successful in supporting pupils' home learning through the use of a range of digital platforms. All schools used either Google Classroom, Microsoft Teams, Seesaw or Show My Homework in order to communicate effectively with pupils and issue home learning activities. At May 2020 around 86% of pupils were regularly engaging with home/remote learning activities.	Despite tracking of online engagement and provision of devices etc, some pupils still struggled to engage fully with online activities. Schools devised other ways of engaging these pupils such as paper based home learning packs delivered to homes. Build on the good practice in the use of digital platforms that has evolved since March. We will support staff to embed and further refine and develop these approaches into their everyday practice including the use of e-Sgoil, the West Partnership Online school and the ERC Video Vault. Robust guidance about Blended Learning has been compiled and issued to schools in order to support in the event of this approach needing to be implemented. We are receiving 590 Chromebooks and 19 connectivity solutions as part of the Connecting Scotland initiative. Schools will be supported to ensure that these are deployed effectively to those who need them most.

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• Engagement with parents- supporting and seeking views. • The measures taken to support the wellbeing of staff.	Several of our schools were highlighted in case studies compiled by Education Scotland and our authority Distance Learning Site was recognised as an example of good practice. This was also an effective platform for the sharing of good practice between establishments in our authority. All schools used their school website to house and share resources very effectively in order to support families with home/remote learning. A number of our schools also featured on the DigilearnScot blog, sharing the work that they had undertaken in engaging families in the use of digital platforms/approaches. All schools surveyed families in order to identify any who were 'digitally excluded'. This resulted in 960 devices being loaned to families between March and June. 21 families also received connectivity solutions funded by the authority. Parenting support and support with managing children's behaviour was available throughout the lockdown period through the Family First team who continued to link closely with schools and share information digitally for families. The Psychology of Parenting programme was able to continue with an online resource and check in support for those parents who wished it. Our adult learning service also provided online opportunities for Family Learning to offer further support. Links to several charitable organisations were also made in order to source appropriate support for families. Feedback from parents regarding support with IT matters has been positive. Parents/Carers/Pupils feel well supported by school staff. Schools have received a high level of support in this area from the central Digital Learning and Teaching team. All schools developed systems in order to monitor online engagement and follow up any concerns about pupils they felt could be engaging more or could benefit from additional support. Schools were particularly mindful of pupils with additional support needs in order to ensure that they received appropriate levels of support, this included weekly phone calls, home visits, online check in sessions etc. Most establishments used MS Forms or similar in order to engage with parents and seek their views. This proved to be a successful way of gauging what was going well and identifying areas where families required further support. In order to support the health and wellbeing of staff, senior managers were in regular contact through Teams/phone calls in order to ensure that staff felt supported and had any concerns heard. As lockdown progressed, a number of schools also organised 'social' events for staff such as virtual coffee mornings or quizzes in order to retain a sense of 'team spirit'. Schools sought feedback from pupils with many organising daily online check in sessions both to gauge how pupils were coping with work set on line but most importantly to support their health and wellbeing. All schools used their website and social media platforms in order to very	

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	effectively share the success and achievements of pupils. The majority of schools delivered some form of online assemblies and kept parents up to date with regular newsletters and updates. Some schools made very effective links with local shops in order to enable families to collect supplies of stationary to assist with home learning.	

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Planning for improvement in a new context	
Please provide detail around your local recovery authority planning in the following areas- • The measures being taken to support the health and wellbeing of children and young people. • Approaches to assessment to identify gaps in learning.	The principles of Getting it Right for Every Child must underpin all aspects of our practice as we lead service recovery. The Education Department will continue to support children, families and schools with a focus on GIRFEC and meeting the wellbeing needs of all learners. We will establish a support network to promote and share best practice in the delivery of the Health and Wellbeing curriculum. This will include wider collaboration across the West Partnership. We will continue to work in partnership across Children's Services to identify, safeguard and support our most vulnerable learners and families. Alongside planned training programmes in relation to supporting children and young people with autism and dyslexia, there will be a focus on mental health and wellbeing and on resilience. As a result of Covid-19 some of our children and young people will unfortunately be experiencing increased inequality as a result of job loss, poverty, racial profiling and isolation. Working with Equalities Coordinators, we will provide support and advice around key equality issues with a focus on factors currently impacting children and young people as a result of the pandemic. The Education Department will continue to support implementation of the Local Child Poverty Action Plan with a renewed emphasis on reducing the cost of the school day. We will create networks of support within and across establishments that ensure the thoughts and feelings of staff are heard, accepted and responded to with empathy and understanding. This will include increased opportunities for staff to connect throughout the day with a focus on peer support as well as enhancing enjoyment and genuine connection to the school community. As identified in priority 3 above, the Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. *Healthier Minds* was launched across the council at an event on 5th February 2020. A *Healthier Minds* website was also created to complement the document. Regular newsletters were created by the Quality Improvement Team and distributed to all families and staff throughout the school closures to ensure they were well supported, provided with quality information related to health and wellbeing and signposted to any support mechanisms available in the local community. All establishments are prioritising children and young people's health and wellbeing, particularly in relation to mental, emotional and social wellbeing. They have identified the health and wellbeing curriculum as significantly important to ensure there is a climate where they feel safe and secure and an area that embeds the principles of Getting it Right for Every Child. The Education Department is committed to ensuring assessment and moderation continues to be a priority and opportunities are provided for practitioners to engage in professional dialogue about learning, teaching and assessment leading to a shared understanding of the standards needed to achieve a curriculum level. Moderation Facilitators will continue to support practitioners in each establishment. To ensure their skills are maintained at the highest level, they will be provided with high quality professional learning sessions that will look closely at effective assessment approaches and how best to plan for assessment taking into account learners' strengths, building on what they can do; not what they have missed. This professional learning offer will also be available to practitioners across all sectors.

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	The Education Development Officer for Learning, Teaching and Assessment will support Head Teachers and Senior Leaders in individual establishments and clusters to ensure they feel well-placed to lead this key priority and support the Moderation Facilitators in their establishments.

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