

Department of Corporate and Community Services

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Date: 16 April 2021

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

EDUCATION COMMITTEE

A meeting of the Education Committee will be held on **Thursday, 22 April 2021 at 10.00am.**

The agenda of business is as listed below.

CAROLINE INNES

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DEPUTY CHIEF EXECUTIVE

Please note this is a virtual meeting.

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Education Department Report on Getting it Right for Every Child in East Renfrewshire - Report by Director of Education (copy attached, pages 3 - 8).**
4. **Customer Service Excellence Award – Report by Director of Education (copy attached, pages 9 - 30).**
5. **West Partnership Improvement Collaborative – Interim Action Plan – January 2021 – Report by Director of Education (copy attached, pages 31 - 44).**

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EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

22 April 2021

Report by Director of Education

EDUCATION DEPARTMENT REPORT ON GETTING IT RIGHT FOR EVERY CHILD IN
EAST RENFREWSHIRE

PURPOSE

1. To inform elected members on how Getting it Right for Every Child (GIRFEC) is embedded within East Renfrewshire schools.

RECOMMENDATIONS

2. Elected members are asked to note and comment on the contents of the Education Department report on Getting it Right for Every Child in East Renfrewshire.

BACKGROUND

3. The Scottish Government's Getting it Right for Every Child is the [National Policy Framework](#) in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. The Education Department is fully committed to GIRFEC and staff endeavour to support and continually improve wellbeing outcomes for all our children.

4. The GIRFEC approach assists in addressing issues of poverty experienced by families and the poverty related attainment gap. It also promotes partnership working to ensure greater equality for children and young people within our settings and schools and as such supports the wider equality agenda.

5. Almost all children and young people get the support and help they need from parent(s), wider family and local community in partnership with universal services like health and education. When extra support is needed the GIRFEC approach aims to make it easy to access that support seamlessly, keeping the child at the centre of all planning and actions. It places emphasis on the importance that support required for children and young people's wellbeing, health and development is co-ordinated across all services through the highest quality of partnership working.

6. For all practitioners in our establishments, GIRFEC provides a common language to describe a child's wellbeing, and supports practice to ensure action can be taken as early as possible to improve outcomes for a child. In line with the United Nations Convention on the Rights of the Child (UNCRC), we place children's and young people's needs first, ensuring that they are listened to and understand decisions which affect them.

7. GIRFEC starts with the universal services of health and education available to all and focusses on early intervention, support and advice and building support around children and their families.

8. GIRFEC is underpinned by the following principles:

- Child focused with children and their families at the centre of decision making with support available to them
- Centred around the wellbeing of children and young people within their communities
- Based on identifying and addressing needs (including developmental needs) early to ensure the right support is implemented and later difficulties avoided
- Focused on joined-up working with services working in a coordinated way alongside families to meet needs and improve wellbeing
- Focused on intervention approaches based on clearly planned outcomes.

REPORT

EARLY YEARS ESTABLISHMENTS AND SCHOOLS

9. The GIRFEC approach has been embedded in our ELC settings and schools for a number of years. Our aim is that all our children and young people will grow and learn in environments where they are safe, healthy, active, nurtured, achieving, respected, responsible and included. Through consideration of these eight wellbeing indicators (SHANARRI), consistent language is used by children, young people, staff and partners in order to work collaboratively to ensure the collective assessment of needs, risks and strengths pertaining to a child, leading to joint decision-making and planning.

10. Education settings have a crucial role in securing the best possible outcomes for children and young people who have additional support needs. Staff promote the interest of identified children and young people in line with the guidelines provided through the East Renfrewshire GIRFEC framework. The GIRFEC approach puts the child and their needs at the centre of everything we do. In all settings and schools, children and young people's views are always central to assessment and planning. School staff assess wellbeing concerns by asking key questions and, working with families and partners, take action to coordinate any support required. Robust processes are in place to track and evaluate the progress of all children and young people.

11. We take a staged approach to wellbeing planning where school staff are supported to ensure assessment and planning takes account of the [National Practice Model](#) where the Wellbeing Indicators, Resilience Matrix and My World Triangle are used to gather information, analyse, plan and review, in order to meet the needs of the child or young person concerned. Our Educational Psychology team work closely with school staff and other partner agencies to support planning for individual children. Our GIRFEC framework is designed to involve pupils and parents throughout the process of assessment, planning and delivery of support. Parental consultations take place during each step of the way and pupils are regularly consulted with to ensure their voice is heard throughout.

12. Ongoing tracking of progress against targets outlined in Wellbeing Plans and Coordinated Support Plans takes place within individual settings. In addition the department tracks a range of areas for all pupils such as attainment, achievement, attendance, exclusion rates and leaver destinations. This tracking is analysed and reported on for all children and analysis across key equity groups undertaken.

13. The wellbeing of all children and young people is the responsibility of class teachers with the Head Teacher having overall pastoral responsibility for all pupils in their setting. Every pupil is made aware of available support and encouraged to speak to staff if they are worried about something or need advice. This pastoral support has continued during the period of

school closure with approaches such as one to one daily check-ins, time in hub and wellbeing phone calls being used to support children and young people.

14. Wellbeing of children and young people is a key measure for the success of the GIRFEC approach. The investment in a culture and ethos of nurture within our establishments remains key to meeting the wellbeing needs of all children and particularly those most vulnerable. All settings have wellbeing and nurture as a key priority within their improvement plans and most settings have used *How Nurturing is our School?* in order to further embed nurture as part of an improving schools agenda. Training in nurturing approaches is available to staff in all settings, with a significant number taking up this opportunity. All participants reported that the training helped them to meet the needs of children and young people in their context. During the period of school closure, all settings and schools continued with targeted interventions and support strategies, such as nurture groups, friendship groups, Seasons for Growth and HWB programmes such as Emotion Works, Kitbag groups and mindfulness sessions in order to continue to support and promote wellbeing. In 2019-20, no temporary exclusions were made in the primary sector and there was a decrease in exclusions in the secondary sector to 4.6 incidents per 1000 pupils, down from 6.7 in 2018-19 and the lowest exclusion rate since 2014-15.

15. In order for staff to take action to ensure that all children are supported to achieve their potential, all settings establishments place a high priority on the early identification of children and young people who require additional support. This includes identification and assessment in the early years through partnership working with Health and Social Care Partnership (HSCP) colleagues such as Health Visitors and implementation and analysis of Developmental Milestone Assessments.

16. Almost all our children and young people with identified additional support needs will go to school within their local community and with their peers, with appropriate support which is based on thorough collaborative assessment of their needs. Through the Education Resource Group and Early Years Intervention Group, resources are deployed as equitably as possible, ensuring that planning and provision meet the needs of individual children and young people. Throughout school closure as a result of COVID-19, Joint Support Team (JST) meetings, Consultation and Review meetings and Inter Agency Planning (Core) Groups have continued to meet, with wellbeing plans being adapted to address needs which have arisen during lockdown

17. The effective transitions that are in place in all our establishments, are vital in meeting the needs of children and young people. There are clear plans in all our establishments to support the transitions of a child or young person with support needs. During the period of school closure, establishments used a range of innovative and creative approaches to ensure effective transitions were still in place including virtual tours of buildings, online Meet the Teacher, Outdoor Transition Activities, in setting/school activities for children and young people, multi-agency meetings and the creation of information videos and presentations. 90% of children and young people felt they were well supported in moving to a new school in the last year and 94% of parents and carers agreed with this.

18. As part of our ongoing self-evaluation, our authority questionnaires identified that almost all children and young people agreed that they have someone they can speak to if they are upset or worried and almost all children and young people agreed that they feel safe in school.

PARTNERSHIP WORKING

19. There is excellent partnership working within East Renfrewshire.

20. The Children and Young People's Plan for 2020-2023 places GIRFEC approaches and children's rights at the heart of its vision: *'We want East Renfrewshire's children to grow up loved, respected and given every opportunity to fulfil their potential. We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE'*.

21. At the heart of the Integrated Children's Services Early Years Sub Group is an approach which recognises the right of all young children to high quality relationships, environments and services and this has been enhanced through developments such as Promoting and Nurturing Early Communication and Language (PANECAL), delivering effective parenting support that helps families such as Family First, Positive Parenting Programme and Solihull Approaches and a focus on family wellbeing.

22. All schools have access to our Healthier Minds Service, where children and young people in school are offered more timely and appropriate support for their mental and emotional wellbeing in order to ensure the right support is given at the right time. This ensures effective partnership working and timely response to meet the needs of vulnerable children. The multidisciplinary team includes personnel from CAMHS, Children's 1st, Educational Psychology, Social Work, RAMH and School Nursing. Since the launch of the hub in November 2020, there have been 116 referrals, with the most common reason for referral being anxiety/stress. Key work of the team includes:

- Provide 1 to 1 and group work support that is needs led
- Facilitate the establishment of peer support networks
- Support and build capacity within schools.

23. The Promise (2020) highlights that *'The workforce needs support, time and care to develop and maintain relationships. Scotland must hold the hands of those who hold the hands of the child.'* There has been significant success in aligning partnership working to the principles of The Promise including the Joint Investigative Interviewing (JII) Pilot, work of the Champions Board, Signs of Safety approaches and implementation of a high quality development programme for all partners. The partnership with Children 1st to support care experienced children and young people within Barrhead has resulted in a total of 16 children and young people receiving individual support and a further 27 children through group participation support.

24. Children 1st's Family Wellbeing Service has worked collaboratively with Education and HSCP to successfully support a number of children and young people and their families in East Renfrewshire Council. A few schools have utilised a proportion of their Pupil Equity Funding allocation to employ a Children 1st Wellbeing Worker. This has resulted in improved emotional health and wellbeing for children and young people and their families. Key outcomes have included:

- 100% of families reported improved relationships with family and/or significant adults *"I used to be angry, with all the pressure in my head, I am now calmer dealing with my grandson"*
- 100% of families reported improved engagement with school and learning
- 100% of families reported Increased connection to positive activities within the community
- Schools have increased capacity to support the needs of children and young people with additional support being offered to over 100 staff.

25. Children 1st Family Group Decision Making (FGDM) service has supported families in East Renfrewshire without statutory involvement, as a preventative early intervention that

gives families the power to make decisions. FGDM strengthens communities by enabling families to utilise their wider network to help keep their children safe and at home. A key area of focus has been school attendance. The overall attendance rate for all primary schools in 2019- 20 was 95.5% and 93% for secondary schools.

'Despite the school being in lockdown the pupils themselves have asked to attend the HUB as they seek the stability of school and a safe place to work. Some of these young people had very poor attendance previously so it's encouraging to see them wanting to come into school.'
Teacher

26. There is a strong collaborative approach to the protection and safeguarding of children across all departments within the Council. Education staff are represented in the Council's Child Protection Committee. Early learning and childcare and school staff receive regular updates and training via Child Protection Co-ordinator meetings and there is education practitioner involvement in Initial Referral Discussions (IRD) with health, social work and police.

CAREER LONG PROFESSIONAL LEARNING (CLPL)

27. A departmental comprehensive Career Long Professional Learning Programme is in place to build the capacity of staff and complement existing in-school training programmes. Training programmes are provided to ensure staff can identify, assess and record a wellbeing concern, and prepare a single or multi-agency plan to meet identified needs, thus ensuring they are getting it right for every child.

28. Our Educational Psychology Service provide a comprehensive professional learning programme which embraces different approaches to learning and builds capacity through courses, professional reading, school improvement partnerships, implementation science and ongoing professional dialogue forums.

29. Regular Additional Support Needs Co-ordinator, Autistic Spectrum Disorder (ASD) Advisor and Dyslexia forums ensure that our ELC settings and schools are equipped with current research and knowledge in order to meet the needs of children and young people.

30. At GIRFEC and Corporate Parenting Forums held during school session 2019-20, best practice was shared with senior staff from all settings on Children's Hearings, engagement with the HSCP Request for Assistance Team, and the 'For Your Entertainment' scheme.

31. East Renfrewshire's Child Protection Committee (CPC) is committed to delivering a high quality development programme which provides staff with the opportunity to keep up to date with legislation, research and best practice and to offer people from different agencies the chance to reflect and learn together within this important area of work.

32. Almost all establishments have participated in Signs of Safety professional learning in order to ensure education staff are able to support this person centred, strengths based approach to Child Protection.

FINANCE AND EFFICIENCY

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

CONCLUSION

34. GIRFEC continues to be the right approach to improve the wellbeing of children and young people and is embedded throughout our ELC settings and schools. When put into practice GIRFEC works and makes a positive difference for our children and young people, as evidenced throughout this report. In light of the Additional Support for Learning Review *'All Our Children and All Their Potential'*, GIRFEC is currently being refreshed and the outcome of this refresh will inform future planning and practice.

RECOMMENDATIONS

35. Elected members are asked to note and comment on the contents of the Education Department report on Getting it Right for Every Child in East Renfrewshire.

Mark Ratter
Director of Education
22 April 2021

Convener Contact Details

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

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE22 April 2021Report by Director of EducationCUSTOMER SERVICE EXCELLENCE AWARD**PURPOSE OF THE REPORT**

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

RECOMMENDATION

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

BACKGROUND

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

4. The previous review for the Education Department took place in November 2019 and assessment is undertaken on an annual basis.

REPORT

5. In light of current restrictions the assessor undertook the review online. The assessment involved reviewing a range of documentary evidence as well as reviewing practice and interviewing staff, partners and customers. The assessment was undertaken in two stages:

- a) The first stage was a review of self-assessment evidence presented by the department, which enabled the assessor to gain an understanding of how East Renfrewshire Council's Education Department meets the requirements of the Customer Service Excellence standard.
- b) The second stage was to review the actual service delivered in establishments by examining a 'customer journey'; this was focused on approaches to

providing continuity of learning during the COVID-19 pandemic across schools and services including ELC, primary, secondary, and adult learning. This part of the review involved learners and staff from Carolside Primary School and Barrhead High School in a discussion of their experiences of remote learning; a range of partners and staff in discussion of coordinated and partnership support for vulnerable learners; and a discussion with learners and parents from St Luke's High School, St Ninian's High School, and Eastwood High School communities about learning through vocational programmes.

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

'You have very high levels of customer satisfaction and these continue to improve over time.'

"There are many and varied strategies in place to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained"

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

7. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified 31 areas of 'Compliance Plus', *'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.'* The number of areas of compliance plus had previously increased over the course of annual assessments from ten in 2015, to 26 in 2019.

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

- very high levels of customer insight used effectively to prioritise resources and needs;
- an ethos of consultation being integral to continuous improvement, including during changes made at pace in response to the COVID-19 pandemic;
- staff being empowered to act in a person-centred and customer-focused way;
- information being provided and delivered in ways that meet the needs and preferences of customers; and
- monitoring and meeting performance standards and sharing this with customers.

9. The report identifies one area for improvement in relation to communication between the Education Department, other providers of education such as Colleges, and young people. This will be taken forward by the vocational learning team. The assessor noted that where pupils and parents raised ideas for improvement, staff were keen to listen and accept possible areas for improvement and to take ownership of these. The Education Department will continue to focus on supporting staff and schools to provide the highest quality customer focused service delivery.

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

CONCLUSION

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

RECOMMENDATION

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

Mark Ratter
Director of Education
22 April 2021

Convener Contact Details

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

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Appendix

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

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Assessment Report

CUSTOMER SERVICE EXCELLENCE

East Renfrewshire Council - Education Department
2 SURVEILLANCE



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1. EXECUTIVE SUMMARY

The assessment method used was a full remote assessment due to the current circumstances of the Covid19 Pandemic.

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

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

The outcome of the assessment was -

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

Address:	East Renfrewshire Council - Education Department Council Offices, 211 Main Street, Barrhead, G78 1SY		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	Marilyn Brennan Quality Improvement Officer		
Site(s) assessed:	Remote (Covid19)	Date(s) of audit(s):	24-02-2021
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Annual Review		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		



2. CONTEXT

East Renfrewshire Council - Education Department has around 200 staff and provides an education service through 7 secondary schools, 24 primary schools, 13 nursery classes, 8 family centres and one special school for children and young people with severe learning difficulties. The Education Department also has responsibility for Adult Learning and Facilities Management.

The service has around 18,000 pupils, 1,400 teaching staff and 1,300 local government staff as its main customers alongside parents and carers.

East Renfrewshire continued to advance equity and excellence throughout a wide range of local and national attainment measures. Children and young people achieved high standards of attainment throughout the broad general education and senior phase.

East Renfrewshire schools again achieved very strong performance in key measures. 81% of young people in S4 attained 5 or more qualifications at National 5. This was the highest performance to date and represents a 20% increase since 2011. Barrhead High, Eastwood High, Mearns Castle, St Ninian's and Woodfarm High Schools achieved their best ever performance in 5 or more qualifications at National 5. Williamwood High School achieved their second-best result to date. The Council recorded best ever performances in the proportion of S5 learners achieving 1+, 3+ and 5+ Highers in S5 with 87%, 72% and 50% respectively. At Advanced Higher in S6, the authority also achieved its best ever performance with 45.5% of the original S4 cohort achieving 1 or more Advanced Higher awards.

During the ongoing Covid-19 pandemic, the education department provides support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families and maintaining a focus of wellbeing. The extent of 'in school', remote or blended learning has varied throughout this assessment period dependant on Scottish Government guidance. Learning hubs were established 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 when this was appropriate.

Where education was remote in nature, senior and pastoral care staff in all settings maintained regular contact with children and families as required, whether they were learning at home or in a hub and provided additional support to address any wellbeing or learning needs.

At present, there is only limited in-school provision in line with Scottish Government requirements but learning and teaching continues utilising technology.

3. Method of Assessment

The assessment method used was a full remote assessment due to the current



circumstances of the Covid19 Pandemic. Evidence was submitted electronically via email and the assessment interviews and observations took place over the telephone and via computer. Microsoft Teams was used for the opening and closing meeting and to conduct interviews with staff and customers.

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

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

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

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

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

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

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

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

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

4. OPENING MEETING

The remote assessment commenced with an opening meeting using Microsoft Teams.



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

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

5. REMOTE ASSESSMENT

The Assessor was supported throughout the assessment by Marilyn Brennan and other personnel within the organisation were involved when assessing activities within their responsibility.

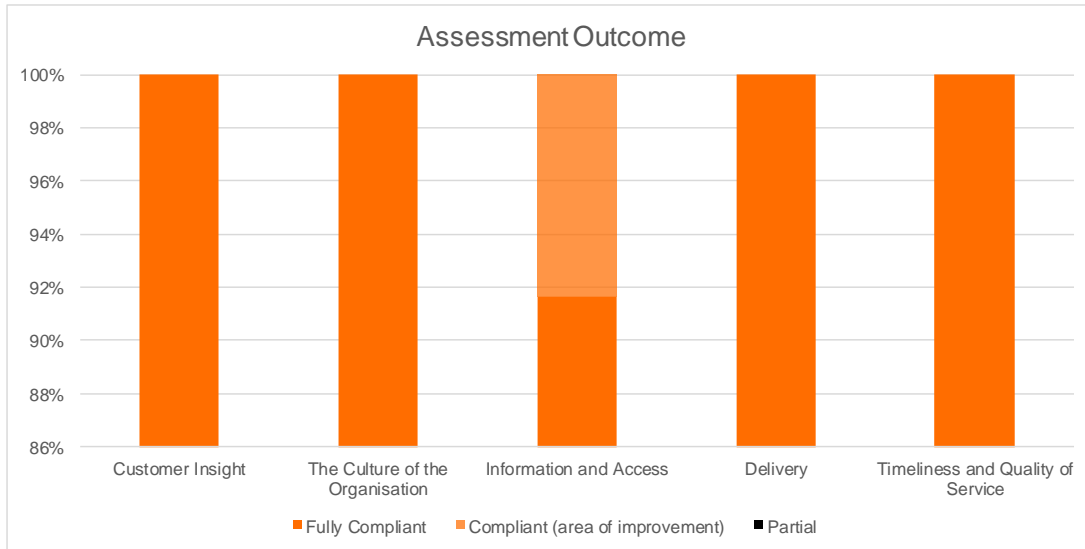
The assessment resulted in the raising of no partial compliances. A number of observations are listed in Section 7 of this report.

Number of good practices awarded during the assessment	23
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Have the partial compliance(s) raised at the last assessment been closed?	N/A
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Criterion		Maximum number of partial compliances	Actual number of non-compliances	Actual number of partial compliances	Actual number of Areas for Improvement	Fully Compliant
1	Customer Insight	2	0	0	0	11
2	The Culture of the Organisation	2	0	0	0	11
3	Information and Access	2	0	0	1	11
4	Delivery	3	0	0	0	13
5	Timeliness and Quality of Service	2	0	0	0	10



6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

No Partials Raised

CRITERION 2

No Partials Raised

CRITERION 3

No Partials Raised

CRITERION 4

No Partials Raised

CRITERION 5

No Partials Raised



7. OBSERVATIONS

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

Areas for Improvement

- You may wish to consider any opportunities to tighten up communications between yourself, other providers of education such as Colleges and young people. As young people are using more platforms and means of communication at School and at Colleges there is the possibility of communication being missed unless young people are very proactive in checking all possible means of accessing emails and other information regularly. There may be a need to provide young people with training or to ensure systems are able to send messages and information to one default address (3.2.2)

Areas of Good Practice

- You have a long-standing culture of ensuring decisions are informed by data and data analysis. In addition, you evaluate your service and any pilots or initiatives to gather information on their effectiveness and efficiency. You utilise a wide range of current data to better understand customers, their needs and the outcomes achieved. There was a good understanding of the need to evaluate different methodologies and interventions and to evaluate impact and positive outcomes for customers
- This culture of evaluation is assisted by the increasing use of tools such as GLOW, Microsoft Teams and Forms
- You demonstrated that you have systems in place to identify those hard to reach and disadvantaged customers and to engage and involve them in the wider discussions around your service. Your consultation is a strength of your organisation and one that is sustained and built upon over time. Even during the Covid-19 pandemic and the need for delivery of services and changes over time, at pace, you were to demonstrate an ethos of consultation



- You evidenced that you use a wide range of consultation methods and opportunities. In utilising such a comprehensive, embracing and embedded approach to consultation you maximise the opportunity for the widest possible representation of stakeholders
- You are very aware that some citizens, parents/ carers and young people may find it more challenging to engage with traditional school-based consultation methods and take proactive steps to engage and consult with these hard to reach and disadvantaged individuals and groups. This was evidenced at this assessment visit
- You have also involved Parent Councils in evaluating the remote learning experience provided and used this to further improve the service
- Your consultation methods includes questionnaires, focus groups, quantitative and qualitative training evaluations, Directors Forum, Parent Councils, Citizens' Panel, Pupil Equity Funding evaluations and customer feedback monitoring
- You presented a very comprehensive range of evidence that was both relevant and well presented for the CSE Annual Review. Your work in identifying appropriate customer journeys and arranging for appropriate stakeholders to be available assisted the Assessor in looking in-depth at the journeys. In particular, your focus on remote learning and related processes during this time was both relevant and appropriate. Staff involved in the process were open and enthusiastic for what they do and to further improve their service offering
- You are continuing to use the CSE framework to evaluate of parts of your service. In general terms, CSE has become a useful and embedded tool for continuous improvement within the service. It is becoming increasingly clear that there is a strong person-centred and individualised customer experience where possible across the service. You continue to develop, encourage and demonstrate good customer insight
- At this assessment, you demonstrated how your work on supporting the delivery of high-quality remote learning experiences was having a positive outcome for young people. The Assessor was able to speak with young people about this and they confirmed the experience had been a high quality and improving one
- You continue your strong commitment to involving and engaging with customers throughout your service. This was evidenced throughout this review and was verified in discussion with customers as well as through the evidence presented. You make good use of such as focus or consultation groups by using both existing groups and groups brought together to reflect the nature of the specific issue being consulted on
- The commitment to customer focus comes from the senior leadership of the organisation and has become embedded within your service in meaningful ways. Your ongoing commitment to Customer Service Excellence and your work to act



on feedback from CSE assessments is testimony to this commitment. At a Council level you have revised your core values which are now; Ambition, Kindness and Trust

- You have again reviewed the increasing demand for the services of the Education Department because of increased house building in the catchment area. You demonstrated high levels of insight into the characteristics, needs and preferences of both existing and potential customers. You have already developed new facilities and have additional improvements planned to take account of the increased demand for your service
- This year, the Assessor was able to discuss several issues in some detail with staff and other stakeholders. It was obvious in discussions about supporting learners and families that staff were clear as to the 'added value' of such developments and their role in the wider education and socio-economic landscape.
- The Assessor noted the increasingly popularity and appropriate use of vulnerable learners accessing hubs during Covid-19. Your Standards and Quality report reported increases from 24 people on Day 1, to 228 people in the latter stages of the first lockdown. During the 2nd Lockdown, the attendance of vulnerable children has increased to 612 for weekly attendance
- Stakeholders spoken to by the Assessor included school teaching staff, early years staff, staff from partner organisations and customers
- There was a healthy culture of openness between your staff, customers and partners. It was clear that they were confident and at ease when giving feedback and asking questions of your staff. During this assessment, where pupils and parents raised ideas for improvement staff were keen to listen and accept possible areas for improvement and to take ownership of these
- You continue to have very high levels of customer satisfaction at various levels of service delivery and this was evidenced through a range of quantitative surveys and other qualitative information. These high levels continue to improve over time and are commendable
- You value your staff and their customer focus. You recognize them increasingly frequently through such as the kudos recognition process and nomination for the Council Staff Awards. The continuation of this ethos was evidenced at this remote assessment
- In recognising that customers increasingly use IT and the Internet to conduct transactions, you have further enhanced and improved your online payments facility. This facility is now very comprehensive and well used by customers



- At the last assessment, the Assessor noted the increasing use and penetration of eLearning through GLOW and other platforms. As a direct result of the Covid-19 pandemic and related Scottish Government restrictions, a significant amount of learning and teaching during this year has been remote in its nature. As a result the early adoption of eLearning has provided a useful foundation on which to build. In the year that this assessment covers, you have further enhanced the use of GLOW as well as other technologies such as MS Teams and Google Classrooms to provide and enhance the learning and teaching experience
- You have again performed well when involved with regulators such as Education Scotland the Care Inspectorate
- As noted in the context section of this report you have had a successful year in terms of attainment as measured by SQA results

Areas of Compliance Plus

- You evidenced and discussed the ways in which you collect, record and analyse comprehensive data about the characteristics of prospective and current customers. This included census data and information on such as new housing developments within the area. Data includes such as the early learning and childcare provision detailing such as The Scottish Index of Multiple Deprivation and ethnicity data. In addition, you continue to make good use of customer data to prioritise resources and to best meet their demands (1.1.1)
- You continue to evidence a comprehensive and detailed understanding of your customers and stakeholders both at a macro and micro level. In addition to this being a general feature of your service you make particular efforts to tailor services where the impact is most vital and likely to have significant impact on key outcomes. You link service delivery with the Council strategy and policies as well as with wider Scottish Government and National Frameworks and priorities (1.1.2)
- You evidenced your work in identifying those who are 'hard to reach' and disadvantaged. Importantly, you have utilised appropriate means to consult and involve these groups and individuals in order to tailor your service in ways that are meaningful to them. There were numerous examples of close working with parents/ carers, pupils and staff. This work was evidenced in discussion with a range of stakeholders during this assessment visit (1.1.3)



- You have a very well established and developed engagement strategy. This is reviewed in a frequent and systematic way to ensure the robustness and comprehensiveness of the measures used. This was discussed and evidenced at this assessment visit. There is within an annual calendar that demonstrates the strategic, pre-planned nature of core consultation activities. The range of methods and groups involved in consultation are referred to throughout this report (1.2.1)
- You understand the importance of understanding your customers and have evidenced a range of effective consultation mechanisms. The understanding of customers, alongside being at the forefront of learning and teaching pedagogy and utilizing Government Policy, is viewed as integral to continually improving your service and you also advise customers of the results and action taken. At the highest level, the Director of Education engages with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate. The Director has also involved other Council Services in feeding into the consultation of, and with, stakeholders. Your system for pupil representation at school level involves the use of minutes and Action Plans to track issues raised and any action required. At another level, there is community engagement which seeks to involve communities in engaging with the Council to develop services to meet the needs of local communities and The Education Department plays an important part in such discussions (1.2.2)
- You have very high levels of customer satisfaction and these continue to improve over time. The Assessor was able to view comparable data over time as part of your evidence at this remote assessment (1.3.4)
- You work with customers to develop insight about their specific needs and preferences and prioritise these. You then develop your service to assist customers in meeting their identified needs and preferences throughout their customer journey with your service. At this remote assessment, the Assessor spoke with a range of stakeholders and was able to see evidence of your development of insight and the way that was used to continuously develop service provision in ways that were meaningful and added value to customers. Discussions around the evolution of learning and teaching throughout the Covid-19 pandemic was one good example of this (1.3.5)
- There is a well-established and very strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this. As discussed in this report, there are many and varied strategies in place to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained. Throughout this remote review there was strong evidence that a wide range of consultation mechanisms are deployed, and results and actions are published, and this informs implementation where appropriate. At an individual level, there are appropriate consultation processes in place with your customers and staff alongside relevant action planning and review processes (2.1.1)



- You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity. In this assessment, we considered remote learning and teaching, supporting vulnerable children and learners and vocational learning throughout the Covid-19 pandemic to date. There were numerous examples evidenced of where the evolving needs and preferences of customers were taken account of and directly influenced service improvement and delivery. One example of this was the changing nature and type of support offered in the provision of meals to those with free school meals entitlement (2.1.2)
- You understand the importance of training in respect of Data Protection and Information Security to protect the privacy of customers. The Department has ensured that staff have been appropriately trained around the legislation in respect of Child Protection and Data Sharing. You now have an officer responsible for compliance with GDPR in place and this was confirmed at this remote assessment (2.1.5)
- At this assessment, the Assessor spoke with several staff from different aspects of the service during MS Teams meetings. It was apparent that staff are empowered to act in a person-centred and learner focused way. One example being during a discussion around opportunities to improve communications between the service, colleges and pupils. Staff were also very confident and able to explain and answer questions about their work. Staff also contribute to the wider educational dialogue in Scotland and beyond and demonstrated high levels of understanding as to why certain practices were being implemented and could explain this in a user-friendly way (2.1.6)
- At this review, you were able to evidence a strong customer focus in relation to training and development. Your Continued Professional Development (CPD) provision has largely moved online whilst maintaining very high levels of satisfaction. Attendance at CPD courses has increased due to the greater accessibility of online training and whilst staff were working remotely (2.2.1)
- You continue to develop training and development for staff and evaluate the effectiveness of this and other interventions on customer focus and outcomes. You use a performance management system to provide constructive feedback on the customer focus delivered across the service. You conduct Classroom observations at school, Quality Improvement Officer and Education Scotland levels (2.2.3)
- Customer facing staff insight and experience is incorporated into internal processes, policy development and service planning through a variety of channels. As indicated earlier, staff have a keen awareness of customer needs and preferences at both a macro and micro level. At this assessment, stakeholders confirmed the staff had a good understanding of young people as individuals. In addition, during this remote assessment it was clear that, across the service, staff understand customer needs and preferences. Where appropriate, they use this knowledge to tailor services to maximise impact and positive outcomes (2.2.4)



- You value the contribution your staff make to delivering customer focused services, and leaders, managers and staff demonstrate these behaviours. You nominate staff for the Council Staff Awards. You also utilise the Kudos Awards to acknowledge staff for their customer focus (2.2.5)
- You were able to demonstrate that your information provision is comprehensive and that you communicate directly where any new initiative or practice is introduced. You tailor information to specific customer group where appropriate. During this remote assessment you provided evidence of providing a full range of information about your services through different channels. Stakeholders also spoke of good communications generally (3.1.1)
- You provide your customers with the information they need in ways that meet their needs and preferences, using a variety of appropriate channels. There is much and varied evidence of this and that was provided during this remote assessment visit. As a norm, you provide information in ways that take account of the needs, preferences, capacity and capability of customers. You adjust the way you deliver at school level to suit different learners and respond to preferences for different information and delivery methods. During the Covid-19 pandemic, you have made contact with young people and carers to ensure their information needs are being best met during challenging circumstances (3.2.1)
- You have improved the quality of your information to make it more accessible. This includes increasing use of GLOW and increased use of such as video and networking opportunities. You are making increased use of Microsoft Forms and Teams. Throughout this year you have developed such as your Digihub, Lingualab and Equalities newsletters further (3.2.3)
- You make your services easily accessible to all customers and stakeholders through provision of a range of alternative channels. Examples being, online learning through GLOW, Google Classroom, vocational education in Colleges and the Community. In additional access via other routes such as other Council Departments is possible (3.3.1)
- You ensure that where customers can visit your premises in person, facilities are as clean and comfortable as possible. During the Covid-19 pandemic, you have implemented cleaning regimes, hygiene protocols and sanitising facilities. You make sanitising products available for pupils and staff in school; children and young people to supported to use these on entering and exiting classrooms to keep spaces and equipment clean. You have implemented additional signage and information to support increased hygiene and social distancing. Staff are trained to use PPE where appropriate and clear guidance issued, supported by ease of access to PPE as appropriate. Additional PPE is provided where staff identify in risk assessments that they need this to feel comfortable at work (3.3.3)



- You have arrangements with additional Colleges to supply additional and a wider range of opportunities to staff and pupils. This year, the Assessor heard how partnership working with Colleges continues to support workforce development, adult learning and vocational qualifications. The Assessor spoke with staff, young people and parents involved in these areas as part of this remote assessment. As noted earlier, work with active schools and the hub provision was significant this year in response to Covid-19 and Scottish Government guidelines (3.4.1)
- You have continued your work with a range of partners such as local Colleges, Family First and Active Schools to provide greater choice and joined-up services.. It is clear in these instances who is accountable for the service. In the vocational programme, pupils and parents/ carers have a dedicated telephone number and staff team to contact (3.4.2)
- You support the local and wider community in several ways. Some examples include your ongoing commitment to the support for future generations of early learning centre and school staff. You participated in a national consultation to adapt support for trainee and probationer teachers during the Covid-19 pandemic, and support for schools to implement the resulting guidance. Your QIO team input to a review of the Scottish Government parental engagement and involvement survey to include a question set with a focus on equity, equality and mental health. Your Educational Psychology team were involved in supporting the parent community and in liaison with Social Work to ensure families and the wider community receive support when needs are identified through interaction with Education services (3.4.3)
- In 'non-core' business ways, your work in the humanitarian hub in providing food and Christmas gifts is worthy of note. A group of technical teachers also provided face masks to support key workers in the health care sector (3.4.3)
- You monitor and meet your performance standards and you tell your customers about your performance. East Renfrewshire continues to perform very well in national qualifications. In addition, you perform very well when analysing your leaver destinations. You have detailed monitoring of performance and report on your performance at school and authority level and this is used to proactively manage and support pupils and staff. The use of such data at all levels within the Department is actively encouraged (4.1.2)
- You demonstrated that you benchmark your performance against that of similar or complementary organisations and have used that information to improve your service. You also make use of the Insight Virtual Comparator to benchmark performance. You have worked with Schools to support young people into positive destinations and use benchmarking to ensure your performance in this area is of a very high standard. You performed very well in these areas and use benchmarking to improve performance more widely (4.2.3)



- You have significantly developed and become engaged in more benchmarking and opportunities to learn from and contribute to good practice. You have a strong ethos and culture of being a learning organisation and being involved in the wider educational environment is part of this. You are involved with a group of Local Authorities (the West Partnership) and this has led to additional partnership working and the spread of good practice. You have examples of your good practice published on the National Improvement Hub (4.2.4)
- You identify any dips in performance against your standards and explain these to customers, together with action you are taking to put things right and prevent further recurrence. As noted throughout this report, you are keen to collect, analyse, report on and learn from your performance. During this remote assessment, a stakeholder identified an opportunity for improvement and your staff were keen to further explore this and how improvements could be made. In your Standards and Quality report you note some dips in performance together with reasons and improvement opportunities. In terms of Vocational Courses, there have been some reduction in number on offer. These changes were explained to learners and parents directly and alternatives offered. This information was shared promptly to allow timely choices to be made by customers. Where the quality of courses has been compromised, pupils are supported to identify how courses next year can provide onwards progression (4.3.1)
- You give staff training and guidance to handle complaints and to investigate them objectively. At this remote assessment, you evidenced that all senior officers undertook extensive training with Scottish Public Service Ombudsman (SPSO) in December 2020. This process included considering your structures to ensure that officers are able to take action to resolve complaints. In addition, you have arranged for SPSO will provide similar training for head teachers as part of the Head Teacher Induction programme from August 2021 (4.3.3)
- You demonstrated that you analyse customer feedback and complaints and act to fully understand such feedback, learn from any mistakes and implement corrective actions and improvements where appropriate. You do this at a local level, but this is also monitored at Head Office to ensure learning takes place and opportunities for continuous improvement and the spreading of Good Practice are not missed. Complaint trends and issues are again reported to and discussed by the Education Leadership Team who build any relevant issues into the Quality Assurance regime to ensure that issues are addressed across the authority. You publish areas of focus and where improvement actions could be made to further improve your service. Examples of evidence provided being your Diversity Action Plan and associated staff training. In addition to providing good evidence of this, you spoke comprehensively about this during this remote assessment (4.3.4)
- You have continued to develop your Family Friendly Accreditation scheme and Standards. In more general terms, the General Teaching Council for Scotland standards govern teacher standards, and these are reviewed through your PRD system. For central support staff you conduct 'Quality Conversations' to set and



review appropriate standards. Some non-teaching staff within the service will also require to follow the standards of their professional bodies (5.1.2)

8. ACTION PLANNING & NEXT STEPS

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

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

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

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

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

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

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

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

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

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

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EAST RENFREWSHIRE COUNCIL
EDUCATION COMMITTEE MEETING

22 April 2021

Report by Director of Education

WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: INTERIM ACTION PLAN -
JANUARY 2021

PURPOSE

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Interim Action Plan.

RECOMMENDATION

2. Elected members are asked to note and comment on the report.

BACKGROUND

3. Elected members noted the progress of the West Partnership and the contents of its Improvement Plan in October 2020.

4. The West Partnership Improvement Plan 2020 - 2023 sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.

5. The plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholders have indicated they would benefit from.

6. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances their own efforts to support and challenge schools to improve.

7. In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the partnership is to address both recovery and renewal.

REPORT

8. In January 2021, a further plan, the Interim Action Plan (Appendix 1) was drawn up at the request of Directors to address the challenges of the ongoing Covid-19 pandemic. In particular, the challenges of delivering a meaningful education provision whilst most children and young people were unable to attend school.

9. The Interim Action Plan is based almost entirely on the existing plan for 2020 to 2023. It recognises the need to prioritise and accelerate certain aspects of the West

Partnership's Plan 2020 to 2023. It acknowledges too that other aspects of the plan will be paused temporarily or placed on a maintenance basis.

10. The Interim Action Plan identifies 7 priority projects, each of which has a specific relevance during the period of Covid-19 restrictions. They include: important and heavily subscribed leadership activities; supporting learners with additional needs; tracking learners' wellbeing; as well as significant contribution by the West Partnership to the national digital learning offer, West OS.

11. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 2 March 2021 with the recommendation that each Council area considers the report through its own local governance arrangements.

FINANCIAL IMPLICATIONS

12. The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's funding for 2020 – 2021 is £1,339,000.

RECOMMENDATION

13. Elected members are asked to note and comment on the report.

Mark Ratter
Director of Education
22 April 2021

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Local Government Access to information Act 1985

Appendix 1
West Partnership Improvement Collaborative Interim Action Plan – January 2021

Background Papers

1. West Partnership Improvement Collaborative: Report on Regional Improvement Plan 2019-20
https://www.eastrenfrewshire.gov.uk/media/3497/Education-Committee-Item-06-01-October-2020/pdf/Education_Committee_Item_06_-_01_October_2020.pdf?m=637363908352270000
2. West Partnership Improvement Collaborative: Improvement Plan 2020-2023
https://www.eastrenfrewshire.gov.uk/media/3498/Education-Committee-Item-07-01-October-2020/pdf/Education_Committee_Item_07_-_01_October_2020.pdf?m=637363908360630000

The West Partnership Plan 2020-23

The Road to Renewal: Our Response to Covid-19

Interim Action Plan

January 2021



GLASGOW
CITY REGION
Education

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Immediate priorities: adapting the West Partnership Improvement Plan

Interim Action Plan

Background

In response to rising infection rates and concerns relating to the new variant of Covid-19, it was announced on 4 January 2021 that most children and young people would not return to school and early years establishments until 1 February at the earliest, and that from 11 January 2021 children would access their learning remotely. The fundamental premise nevertheless is that education should continue on a full-time basis for all learners from 11 January 2021. This would comprise a combination of direct interaction, on-line and offline tasks/activities and tutorial support.

Local authorities within the West Partnership have already prepared detailed plans for the delivery of remote learning, provision of emergency childcare and support for vulnerable learners.

The West Partnership Improvement Plan, *The Road to Renewal: Our Response to Covid-19*, outlines the partnership's priorities for session 2020/23 and confirms that, as a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. A broad range of activities has taken place within each workstream since August 2020, including further evaluation and reporting activities, and progress updates have been provided at the most recent West Partnership Board and the Glasgow City Region Education Committee meetings in November 2020. However, in light of the immediate circumstances, it is particularly essential that the work of the West Partnership is seen to be both relevant and that it adds value to colleagues across local authorities where it matters most.

This Interim Action Plan has been drawn up at the request of Directors (15 January 2021) to address the challenges of the current and immediately foreseeable educational landscape. The plan recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020-23, *The Road to Renewal: Our Response to Covid-19*, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

Responsibilities

Governance and partnership links remain as agreed for the West Partnership's Plan 2020-23, *The Road to Renewal: Our Response to Covid-19*. These are outlined, below. In addition, the Senior Partnership Officer maintains an overview of each workstream's progress.

Workstream	Lead officer	WP Board links	Educ. Scotland links
Leadership, empowerment and improvement	Jennifer Crocket	Laura Mason Maureen McKenna	Pamela Di Nardo Michael Halbert
Curriculum, learning, teaching and assessment	John Stuart	Jacqui MacDonald Tony McDaid	Lorna Aitken Robyn McIlroy
Collaborative Learning Networks	Helen Brown	Ruth Binks Mark Ratter	Ian Menzies Craig Melrose
Evaluation and Reporting	Lauren Johnston	Derek Brown Steven Quinn	Patricia Watson

Immediate priorities

The **7** projects, below, have been identified by the West Partnership's Board and core officer team as high priority during the period January to February / March 2021, and possibly beyond depending on restrictions resulting from current Covid-19 guidelines.

Interim Action Plan: January 2021.	
Priority projects	
Leadership, Empowerment and Improvement	
1.	Headteacher Mentoring Scheme
2.	Leadership Learning Sets
3.	Virtual Leadership Networks
Curriculum, Learning, Teaching and Assessment	
4.	West OS
5.	Support for practitioners through curriculum networks
Collaborative Learning Networks	
6.	Health and Wellbeing - Tracking learners' wellbeing
7.	Supporting learners with Additional Support Needs

Workstream:	Leadership, Empowerment and Improvement					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
1. Headteacher Mentoring Scheme	Match allocated funding to enable mentoring for appropriate school leaders, as identified by local authorities.	Continued, and enhanced mentoring support for senior leaders enabling a focus on agreed, specific areas of leadership.	J Crocket / EA Workstream reps	Ongoing- by March 31 st 2021	Availability of HT Mentors	Ongoing within 5/8 LAs
	Confirm further funding beyond March 31 st 2021.		J Crocket / D McLelland	By Jan 31 st 2021	Workstream Budget	JC / DM in communication
	Reallocation of unspent funding (from authorities who have not participated during this financial year).	Introduction of <i>Executive Coaching</i> programme addressing leadership challenges within the current context of Covid-19.	J Crocket / D McLelland / EA Finance reps	By Jan 31 st 2021	Workstream Budget	JC to contact DM asap
	Consideration and organisation of enhanced provision delivered by The Mudd Partnership.		J Crocket / The Mudd Partnership	By Jan 31 st 2021	Potential reallocation of existing workstream budget from other projects.	See note 1 in the section, "Further Information", below.

2. Leadership Learning Sets	Continue to facilitate planned sessions for existing two cohorts of HTs.	Ongoing support and professional learning for HTs already engaged with the programme.	J Crocket / J Mudd / S Ali	Ongoing as outlined in 20-23 Plan	Workstream Budget	15 HTs from across 7 EAs involved.
	Consider themes to be explored in order to address specifically the leadership challenges faced within the current context.	Increased relevance of materials and activities in order to offer specific learning and support related to the current context of Covid-19.	J Crocket / J Mudd / S Ali	By 31 st Jan 2021 and following discussion with participants	Workstream Budget	See note 2 in the section, "Further Information", below.
	Plan facilitation training for EA nominees.	This will allow the WP to plan towards a more sustainable model of Learning Sets. Authorities will benefit from having key staff trained to undertake facilitation roles within their own area.	J Crocket / J Mudd Workstream reps Nominated EA staff	By May 2021	Workstream Budget	This training is already an agreed part of the work commissioned with The Mudd Partnership.
3. Virtual Leadership Networks	Continue to facilitate planned sessions for both DHT and HTs from across the West Partnership.	Development of supportive network for school leaders which addresses challenges faced and provides the opportunity for peer support & collaboration.	J Crocket WP Core team ES Volunteer facilitators WP Peer facilitators	Ongoing	Time commitment from all involved.	Risk that peer facilitators from establishments may not be able to commit due to current challenges.
	Consider the themes for planned events to ensure the needs of leaders are being met in relation to current challenges faced with context of Covid-19.	VLN events will be relevant to school leaders and offer added value to members of the VLN networks.	J Crocket / WP Core Team ES workstream links	Ongoing and following participant evaluation of each event.	None	All VLN events continue to be planned based on feedback from previous events.

	Continue to facilitate programme of planned 'masterclasses' to offer specific expertise on a range of topics which will support school leaders within their strategic roles.	VLN network members will feel supported in their roles in relation to specific, current challenges and will allow them to consider and plan strategic and operational improvements for their establishment/CYP.	J Crocket / WP Core Team Facilitating partners from relevant organisations eg Microsoft Education.	Ongoing and following VLN members being consulted.	Possible budget required to engage facilitators for future masterclass sessions dependant on theme.	Consultation of VLN members to take place w/c 18 th January 2021.
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Further information:	
Note 1	<p>Potential use of reallocated workstream budget from other projects. (unused LA funding for HT mentoring; unused funding for <i>Thinking About Headship</i>; unused funding for Diversity in Teaching etc)</p> <p>A draft plan has been prepared for this to include 5 x 60 minute sessions for each nominated HT between Feb-June 2021. The Mudd Partnership has capacity to deliver this if we feel it is required and valuable. Available budgets would determine how many HTs could be supported. It is likely that around 20 HTs could be supported from a possible 20k budget).</p>
Note 2	De-brief and forward planning sessions are already factored into the work with The Mudd Partnership. These take place between each Learning Set session. This will not incur any extra time or work.

Workstream:	Curriculum, Learning, Teaching and Assessment					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
4. West OS	<p>Accelerate the provision of lessons within West OS.</p> <p>Continue to work with RICs, LAs, Education Scotland and other partners to ensure maximum possible curriculum coverage during interim action plan period.</p> <p>Develop and implement communications plan. Delivered through West Partnership team, in partnership with LAs, Ed Scot, E-Sgoil and other partners, including ClickView.</p>	<p>Target to get content uploaded for all top 10 senior phase subject areas. Relevant units and courses targeted.</p> <p>Primary BGE material also commissioned and sourced through LAs.</p> <p>All teaching staff and learners are aware of West OS and its role in the National e-Learning Offer</p> <p>All teaching staff and learners know the specific lessons from each subject which are on West OS</p>	<p>West OS core</p> <p>In addition: other RIC reps, Ed Scot team, coordinators and practitioners</p> <p>West OS core team, and WP comms team, ES comms, LA comms teams</p>	<p>Deadlines have been set for each subject within the agreed priority areas of the curriculum. (Spreadsheet drawn up).</p> <p>Comms plan updated by 22 Jan 2021</p> <p>Intensive Comms delivery 20 Jan – mid Feb</p>	<p>Time for commissioned staff to produce material or time sourced from contractual time. Additional capacity for core team. Three posts pending appointment.</p> <p>Support from LA comms teams and ES comms teams to plan and deliver comms plan and liaise with national press etc</p>	<p>See note 1 in the section, “Further Information”, below.</p> <p>Key role for Directors and EAs in supporting comms and in getting information about West OS to schools.</p>

	<p>Increase the number of West OS users across all sectors and schools within West Partnership and nationally.</p> <p>Qualitative data collected via interviews, questionnaires and other feedback sources, including social media.</p>	<p>200% increase from mid-Jan baseline (tbc) in the number of users of West OS.</p> <p>10% WP teachers and learners are using West OS by February mid-term.</p> <p>Qualitative evidence of impact of collaboration on the Scottish learning system. Over 80% of users rate the resources on West OS as having a positive impact on remote learning.</p>	<p>WP Data information officer, ClickView-provided analytics, ES and glow data</p> <p>Feedback from West OS creators and users. Support from ROC</p>	<p>Fortnightly tracking of content next due 27 Jan. Base line of data by 25 Jan.</p> <p>Evaluation by end Feb.</p> <p>Interim evaluation of qualitative data end Feb.</p>	<p>Business manager for West OS to be appointed.</p> <p>ClickView to provide analytics as required.</p>	<p>See note 2 in the section, "Further Information", below.</p>
<p>5. Support for practitioners through curriculum networks</p>	<p>Provide virtual networks and professional learning opportunities:</p> <ul style="list-style-type: none"> • Use of curriculum network teams as space for sharing approaches and resources, eg SQA updates. • Deliver webinars focused on digital pedagogy. • Collaborate with EAs, network members, Ed Scot to support and facilitate moderation opportunities as requested by EAs or 	<p>Enhance learners' experiences through support for curriculum networks to meet urgent priorities. Impact of CLPL evaluated through practitioner feedback:</p> <ul style="list-style-type: none"> • Staff continue to use WP Curriculum Teams to share practice. • Effective pedagogy (particular focus on digital) – staff attending WP CLPL will have improved skills to teach remotely, including use of West OS. • Add value to EA work re senior phase assessment and moderation – with Ed 	<p>Curriculum network leads, supported by JS and Ed Scot to organise curriculum network meetings as requested by team members or EA officers.</p> <p>PD to link with Ed Scot re digital</p>	<p>Teams sharing activity ongoing Jan – Feb</p> <p>Webinar on digital approaches with Digi Scot 27 Jan</p> <p>Curriculum network events re digital</p>	<p>Teams currently established</p> <p>The challenge to facilitating this project will ease once additional West OS appointments are in place.</p> <p>Collaboration with Ed Scot is making a positive impact.</p>	<p>Assessment and Moderation post, required re-advertising due to very small number of applicants.</p> <p>Interview dates for 3 posts in Feb, therefore additional staffing capacity possibly by early March.</p>

	members, particularly for minority subjects.	Scot, support inter-authority moderation virtual meetings for minority subjects, as requested by senior phase moderation group.	skills CLPL activity in curriculum networks. Ed Scot delivering themed webinars on pedagogy and inclusion & wellbeing. JS to facilitate moderation activity for minority subjects by request.	pedagogy during Feb. Themed webinars during Feb.		
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Further information:	
Note 1	<p>It remains challenging to secure time to release staff to produce material. Accelerated teams in place for a number of subject areas and sector teams. PD, JS and GL negotiating with practitioners and HT for time.</p> <p>New arrangements with EA pedagogy teams bringing some benefits.</p>
Note 2	<p>Issue with ClickView providing analytics – expected sharing of initial data Dec 2020. Still pending as of 20 Jan. ClickView committed to outline solution at meeting 22 Jan. Targets for increases in numbers of users will be confirmed once robust baseline data is available.</p>

Workstream:	Collaborative Learning Networks					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
6. Supporting Health and Wellbeing with a particular focus on Tracking Learners' Wellbeing	1. Create a matrix of tools for tracking learners' wellbeing 2. Identify and interview schools/ELCs to create storyboards to share practice. 3. Share storyboards through social media and the website. 4. Produce a commentary sharing lessons learned about tracking learners' wellbeing. 5. Collaboration with Ed Scot to run themed series of webinars on pedagogy, inclusion and wellbeing.	Schools and ELCs will have access to a matrix of tools to support them in selecting the most appropriate tool. 3 storyboards will be available to schools and ELCs that share practice about how schools have tracked learners' wellbeing. A commentary will be published collating the lessons learned and key principles in tracking learners' wellbeing. In collaboration with ES and HWB EA Officers CLPL activities offered that develop understanding of inclusion and wellbeing	Learner Wellbeing Network and their nominated schools and ELCs.	Feb 2021	Time from WP Core team: Helen Brown James Bowness Rachael Boyle Interviews take 1 hour per school/ELC Time from ES Colleagues	See note 1 in the section, "Further Information", below.

<p>7. Supporting learners with Additional Support Needs</p>	<p>1. Engage with the ASN Officers’ Network to identify practice that can be shared about supporting children with ASN during Covid-19. 2. Identify and interview schools/ELCs to create storyboards to share practice. 3. Share storyboards through social media and the website. 4. Arrange open discussions for ASN and EAL practitioners to share practice and challenges.</p>	<p>3 storyboards will be available to schools and ELCs that share practice about how schools have supported children with additional needs during Covid-19. ASN and EAL practitioners will have had the opportunity to share experiences and expertise in their specific field.</p>	<p>ASN Officers Network and their nominated schools</p>	<p>Mar 2021 ASN Open Discussion Mar 2021 EAL Open Discussion 26th Jan</p>	<p>Time from WP Core team: Helen Brown James Bowness Rachael Boyle Interviews take 1 hour per school/ELC</p>	
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<p>Further information:</p>	
<p>Note 1</p>	<p>Identified schools and ELCs to develop storyboards will be agreed in partnership with the relevant established Officers’ Network: Collaborative Learning Network Workstream Members Families and Communities Officers’ Network CLD Managers’ Network Engaging Families in Transitions Network Learner Wellbeing Network ASN Officers’ Network</p>