

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

2 APRIL 2015

Report by Director of Education

DRAFT STANDARDS AND QUALITY REPORT 2013 - 2014

**PURPOSE OF THE REPORT**

1. To inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2013 - 2014.

**RECOMMENDATIONS**

2. Members are asked to:

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

**BACKGROUND**

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

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in April 2013 and reflected the Scottish Government's National Priority Areas, the National Outcomes for Education, the Council's Single Outcome Agreement; the department's contributions to the Council's Outcome Delivery Plan 2013 – 2016 and East Renfrewshire's Corporate Statement Principles. The plan lists the expected outcomes and impact and is organised under the wellbeing indicators as set out in the national programme *Getting it Right for Every Child* (GIRFEC). The draft Standards and Quality Report reflects the eight wellbeing indicators and evaluates the action taken and the improvements achieved as a result.

**REPORT**

5. The department has undertaken a self-evaluation exercise which has informed the draft report.

This evaluation has helped to outline our next steps which will be fed into the next local improvement plan that will be the subject of a separate report to Education Committee in spring 2015. The draft, included as Appendix 1, highlights the very good and excellent standards and practice achieved by the department, its schools and services and is offered as a public record of some of the activities which were undertaken during the last school session, and their impact on stakeholders. Evidence was drawn from various sources including:

- Attainment data;
- Reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- Reports on prefive centres by Care Inspectorate Scotland;
- Care Inspectorate report of the joint inspection of services for children and young people in East Renfrewshire;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services, for example Customer Service Excellence, and audits of the provision of sports, art and cultural services.

6. With committee approval, the Department plans to issue a summary report to all parents of children attending an East Renfrewshire school, with copies of the full report going to parents of all pre-school children. The full report will be available in all libraries, education, sports and cultural centres and will also be available to be viewed online or downloaded from the Council's website.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

7. The cost of producing a summary report and copies of the full report for parents will be met from existing departmental resources.

## **RECOMMENDATIONS**

8. Members are asked to:

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

Mhairi Shaw  
Director of Education  
2 April 2015

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Appendices

1. Draft Standards and Quality Report 2013 - 2014

Background Papers

1. Local Improvement Plan 2013 - 2016

Key Words

Draft

Standards

Quality

Report

2013- 2014

# Standards and Quality Report

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT 2013–2014



*Everyone Attaining,  
Everyone Achieving  
through Excellent Experiences*

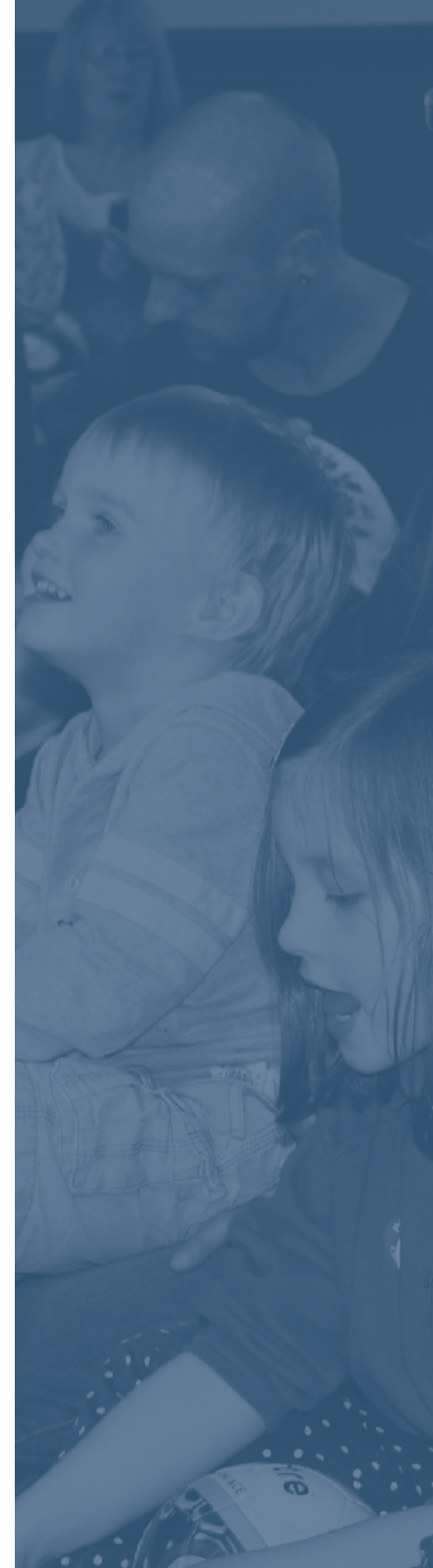




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safe healthy achieving nurtured active respected responsible included





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

## Foreword

East Renfrewshire Council continues to provide the highest quality services for all residents. Our new corporate statement, "Your Council Your Future" sets out the key areas we are working towards to deliver a better future and make positive changes for our residents and how we aim to improve our services and the area for our communities. The schools and services within the Education Department work with partners to achieve the outcomes outlined in the Council's Single Outcome Agreement and this Standards and Quality Report clearly shows the progress made in achieving those outcomes in the past year.

Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland who, this year, visited Isobel Mair School. The inspection report was outstanding, with the school achieving excellence in all five indicators.

On top of our outstanding attainment, our schools and services also have excellent practices in other aspects of their work. When we compare the results of Education Scotland inspection reports of schools in other local authorities with East Renfrewshire we can see that our primary and secondary schools came top again in each of five quality indicators. Our local authority pre-five establishments continued to perform well.

The results that our young people achieved in their Scottish Qualifications Authority examinations were outstanding. This year East Renfrewshire's schools achieved their highest ever examination results at S4, S5 and S6. This achievement is a tribute to the hard work of pupils who have been ably supported by teachers, parents and carers. This performance is evidence of the exceptional quality of our schools and the importance placed on education by the authority and the entire community of East Renfrewshire.

This year the Education Department received an outstanding award for Customer Service Excellence. During the inspection process the assessor identified five areas of the service that were "compliance plus", exceptional exemplars for others in the council or even in the wider public arena.

A joint inspection of services for children and young people in the East Renfrewshire Community Planning Partnership area took place, focussing on how services work together in East Renfrewshire to improve outcomes for children, young people and their families. This is a relatively new style

of inspection and I am delighted that East Renfrewshire was the first local authority in Scotland to achieve evaluations of "excellent" for several of the published quality indicators.

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

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of *Curriculum for Excellence* in session 2013-14.

**Councillor Elaine Green**  
Convener for Education and Equalities

Your Council – Striving to be the best  
we can to deliver a better future for all.

East Renfrewshire Council's Vision Statement



## Community Services and Community Safety

Last year I wrote in my introduction to the Standards and Quality Report that 2014 would see the Commonwealth Games come to Glasgow. The Games have come and gone and been a tremendous success. They were not only a success nationally, they were also a great success in East Renfrewshire. They provided the inspiration for young people in all our schools to take part in sport and physical activity, try something new and in many cases become involved with one of our local sports clubs.

*Mary C Montague*

**Councillor Mary Montague**  
Convener for Community Services and Community Safety

The work done in the build up to the Games provided a wonderful illustration of the impact that the Education Department's leisure and cultural services can have. I also wrote last year about the re-developing of Giffnock Library. That has now opened and is a wonderful example of what a modern library can be. It is already showing a marked increase in visitor numbers.

These are only two examples of the contribution these services make to our residents and their communities. You will find many more examples

inside this report. None of this would be possible without the commitment of our staff or without our many partnerships, including those with our local sports and arts communities.

Barrhead Foundry will open in 2015, bringing together many services in an innovative way under one roof. It will offer many benefits to Barrhead and to East Renfrewshire, building on and extending existing achievements.



A message  
from Councillor  
Mary Montague,  
Convener for  
Community Services  
and Community Safety



Successful Learners Confident Individuals  
Effective Contributors Responsible Citizens





Mhairi Shaw  
Director of  
Education

## Introduction

The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire.

This report is structured under the wellbeing indicators as set out in the national programme Getting it Right for Every Child (GIRFEC) and details progress over the academic year 2013-14 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2013-16.

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

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through

the excellent standards achieved by our senior pupils in the Scottish Qualification examinations and the continuing development of our vocational programme. The results that the young people achieved in their national examinations this year were superb.

The high quality services provided by arts, sport, our libraries and adult and family learning and our close work with partner agencies is highlighted throughout the report, as is the contribution they, and our schools, make towards achieving the national vision for all Scotland's children to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

The Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence with five "compliance plus" ratings and thirteen observations of good practice. The report recognised the department's continuing commitment to providing excellent services and to seeking continuous improvement.

The Care Inspectorate's report of the joint inspection of services for children and young people in the East Renfrewshire Community Planning Partnership area was outstanding and noted many very strong and positive comments about planning, self-evaluation, joint working, leadership and continuous improvement. Recognition was also given to the exceptional commitment and contribution of staff. It is clear that our strengths were recognised and that we

and our partners are making a significant impact on the lives of children, young people and their families.

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

The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan which will be used to inform school and service improvements for the next three academic sessions, from August 2014 to June 2017. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

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

Mhairi Shaw  
Director of Education

Everyone Attaining, Everyone Achieving  
through Excellent Experiences





## Background Information

### About the Education Department

In 2013-14, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-three primary schools, of which nine have nursery classes, two nursery schools and six family centres and one special school for children with additional learning support needs. The Education Department also has responsibility for Arts, Libraries and Sports, Adult and Family Learning and Facilities Management.

### About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact in the Education Department's Local Improvement Plan. The Local Improvement Plan is organised under the wellbeing indicators as set out in the national programme Getting it Right for Every Child (GIRFEC) and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

Evidence for the Standards and Quality Report is gathered through:

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

This report is also informed by:

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

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



Successful Learners    Confident Individuals  
Effective Contributors    Responsible Citizens

## Safe

Protected from abuse, neglect or harm at home, at school and in the community.

- **an improvement in the percentage of learners reporting they feel safe and cared for in school**

### Questionnaire Data

During session 2012-13 the Education Department updated its pupil, parent and carer and staff questionnaires to better reflect current priorities.

All educational establishments will be sampled over a four-year period from 2012-13 to 2015-16, with the results collated cumulatively. Session 2013-14, the second year of the four year cycle, saw 859 staff responses, 1821 parental and carer responses and 5262 pupil responses.

In statistics from questionnaires issued by 17 establishments in 2012-13 and 2013-14, 94% of pupils agreed that they felt safe and cared for in school, an increase from 87% the previous year. 94% of pupils also stated that they have adults in school that they can speak to if they are upset or worried about something, an increase of 4% on previous statistics.

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Getting it Right for Every Child

### Campus Police Officers

Campus police officers, known as "campus cops" supported schools in a variety of ways, including input to drugs and alcohol education, raising awareness of the dangers of online exploitation, supporting positive behaviour initiatives, contributing to meeting pupil support needs and promoting diversionary activities.

"Campus police officers based within schools effectively support early identification of children and young people requiring help or support. They are the link at critical times when risks for young people may be more heightened, for example in the evening and during weekends. Their role in capturing and sharing information about young people early is allowing pastoral staff within schools and other professionals to address problems, helping to prevent any escalation in offending and associated behaviours. This approach is leading to a more targeted approach for young people who are referred to early and effective intervention."

**Care Inspectorate Joint Inspection Report  
September 2014**

- **an improvement in the percentage of pupils reporting that school staff are good at dealing with bullying behaviour**

### Questionnaire Data

According to pupil questionnaires issued by 17 establishments in 2012-13 and 2013-14, 85% of young people in East Renfrewshire agreed that staff were good at dealing with bullying behaviour, an increase of 11% on previous statistics.

"The young people interviewed said that challenging and bullying behaviours, if they occurred, were dealt with by staff very effectively. The atmosphere throughout the school was calm and purposeful."

**Support and Protection Review: St Luke's High School November 2013**

- **maintaining and improving upon the high percentage of staff agreeing they are aware of their school's procedures for protecting children**

### Questionnaire Data

According to staff questionnaires issued by 29 establishments in 2012-13 and 2013-14, 99% of teaching staff and 98% of support staff in East Renfrewshire agreed that they were aware of their school's procedures for protecting children, the same percentages as in 2012-13.

### What are we going to do now?

- Support schools and services to continue to develop positive relationships through restorative and nurturing approaches.
- Continue to provide annual child protection training for staff, incorporating information security training ensuring that all documentation is protected and handled appropriately.
- Continue to provide analysis and benchmarking information on questionnaire results and support schools to make use of this data as part of their improvement planning cycle.

## Healthy

Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

- a positive culture in health and wellbeing in every school and service

### Health and Wellbeing Training

Primary and secondary school staff, newly qualified teachers, pupil support assistants and registered childminders continued to be supported in their understanding of various aspects of health and wellbeing through high quality training delivered by the Health and Wellbeing Development Officer. This training was undertaken in partnership with Psychological Service, Quality Improvement, Campus Police Officers and Health and Wellbeing Coordinators. The training included mental health awareness, sleep workshops, alcohol awareness, self harm, relationships, sexual health and parenthood, coping with stress and nurturing approaches. The training offered was often as a result of requests from services or establishments where a specific need had been identified. The training was well received by participants with 100% of staff in one school reporting they found the session on delivering sexual health useful. Confidence in delivering this area of the curriculum rose from 50% to over 90% by the end of the session.

### “ QUOTES FROM PARTICIPANTS ”

“People from all walks of life should have access to this type of course.”

“I learned how to have the confidence to deal with situations appropriately.”

“It has increased my confidence in recognising mental health issues.”

“This input will lead to further awareness raising in the Pupil Support Team and further discussion on pupils affected. It was very helpful and very well presented, in a manner which was conducive to discussion.”

“It will have a positive effect on how I engage with pupils who have mental health issues.”

“At all stages, children and young people are making outstanding progress in achieving individual health and wellbeing targets. This is evident in the very high-quality relationships between staff, children and young people, the climate of trust and respect and the calm purposeful learning environment.”

**Education Scotland Report:  
Isobel Mair School August 2013**

### Scottish Mental Health First Aid for Young People

The Education Department was one of the first to offer Scottish Mental Health First Aid training, designed to build confidence in adults working with children and young people aged eleven to seventeen. The first group of pastoral staff

completed the online element of this new training before the end of session 2013-14.

### “ QUOTES FROM PARTICIPANTS ”

“Excellent and relevant course.”

“Increased my confidence speaking to young people about their mental health and wellbeing.”

“Everything in the course is relevant to my day to day practice.”

### Substance Misuse Toolkit

Staff from all seven secondary schools attended the launch of a substance misuse toolkit and website, a new resource developed across Greater Glasgow and Clyde containing kite marked substance misuse educational materials. The resource enabled staff to increase their knowledge and understanding of the issues associated with young people and substance misuse, whilst accessing good quality resources to aid learning and teaching.

### Positive Coaching Scotland

The Sports Development Service continued to ensure that every child and young person has the right to a positive coach who can inspire them to reach their true potential in sport and in life. In partnership with sportscotland and Active Schools, Sports Development developed a workforce of trained tutors and 17 officers to engage in and roll out the Positive Coaching Scotland (PCS) programme, ensuring all new coaching staff and Newly Qualified Teachers received the most up to date briefings and training.

Our young children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement





### Champions in Schools

Champions in Schools (CIS) is a role-model programme that places Scotland's top athletes in the classroom to deliver a series of inspirational workshops on topics such as goal-setting, fitness, nutrition and winning attitudes. The programme ran in all East Renfrewshire secondary schools.

London 2012 Olympian and professional volleyball player, Lynne Beattie, was Mearns Castle High's CIS athlete this year. Lynne is a previous pupil of Eaglesham Primary and Mearns Castle High School. The other athletes involved this year included Hannah Eccles, Ruaridh Jackson Lynn McCafferty, Kerry MacPhee, Amy Regan and Kareena Marshall.

- **An improvement in the percentage of pupils reporting they are encouraged to make healthy food choices**

### Questionnaire Data

In questionnaires issued by 17 establishments in 2012-13 and 2013-14, 81% of pupils in East Renfrewshire agreed that their school encouraged them to make healthy food choices, an increase of 14% on last year's statistics.

### Food for Life Catering Mark

East Renfrewshire Council was awarded the Bronze Food for Life Catering Mark for primary school meals. This unique certification addressed many of the most pressing social, economic and environmental concerns identified by the Scottish Government.

### “ QUOTES FROM PROGRAMME MANAGER, FOOD FOR LIFE SCOTLAND ”

“This is a significant achievement which shows real dedication, teamwork and leadership in driving excellence in public sector catering.”

“Children interviewed were very positive about school meals. They could talk confidently about healthy eating and P6 and P7 pupils referred to work previously done in making healthy “smoothies” and wraps.”

**Support and Protection Review:  
Cross Arthurlie Primary School January 2014**

- **increased involvement of new users in culture and sports services and holiday programmes**

### Holiday Activity Programmes

In partnership with Sports Development and Health and Wellbeing Teams, Active Schools continued to be involved in a number of holiday activity programmes.

Several sport-specific programmes were available in addition to all day camps. These included multi-sport camps where children from P1-P7 tried out a range of Commonwealth sports in the lead up to the Glasgow 2014 Games.

The Funsizer (P1-P3) and Juniors (P4-P7) programmes were expanded to include a Seniors programme supported by Young Persons Services.

Each young person worked towards a Dynamic Youth Award alongside their participation in the arts, crafts and sporting activities.



### Athletics and Gymnastics Pathway

As part of East Renfrewshire's continued commitment to creating a legacy beyond London 2012 and Glasgow 2014 and to support learners to reach their potential, Sports Development focused on growing capacity in the athletics and gymnastics programmes. The growth in participation, through linking to school sports and Giffnock North Amateur Athletics Club, saw great success. A total of 1067 children and young people took part in the programme during 2013-14, an increase of 20% compared to 2012-13.

Similarly, the gymnastics programme for 5-12 year olds, available in Barrhead, Clarkston, Giffnock and Newton Mearns over two nights saw significant growth. 650 participants took part in the 2013-14 programme compared to 261 in 2012-13.

Parents are supported to provide a safe, healthy and nurturing environment for their families.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

## “QUOTE FROM FEEDBACK”

“Customer’s child recently attended week long athletics course during the holidays. Child and parent said it was fantastic. The course was brilliant and the coaches very helpful. They will be booking more courses in future.”

- **an increase in the percentage of pupils reporting they take part in out-of-class activities and school clubs**

### Questionnaire Data

In questionnaires issued by 17 establishments in 2012-13 and 2013-14, the percentage of pupils stating that they took part in out-of-class activities and school clubs increased by 9% to 83%, while the percentage of pupils stating that they knew what out-of-school activities and youth groups were available in their local area increased by 5% to 89%.

### Commonwealth Games Legacy

In the lead up to Glasgow 2014, all East Renfrewshire schools worked in partnership with the Active Schools team to increase awareness of the Commonwealth Games with their pupils.

Pupils in primary and secondary schools took part in 43 different activities during their lunchtime and after-school clubs. Some of the activities included Commonwealth sports such as

badminton, gymnastics, netball and athletics as well as the traditional favourites including football and basketball. In addition, pupils got to try out zumba, karate, judo and yoga sessions.

Over the course of the year, there was a 7% rise in participant sessions from 144,101 in 2012-13 to 154,104 in 2013-14. Over the past two years there has been an overall rise of 42% in participant sessions, a fantastic achievement for the Active Schools team who capitalised on the Olympic and Commonwealth Games.

The Glasgow 2014 Games not only inspired the pupils to attend the out of school hours opportunities offered. School staff and other volunteer coaches were also enthused. There was another increase in deliverers this year from 366 in 2012-13 to 408 in 2013-14 with the largest percentage of these being voluntary teachers.

### Early Years Activities

Due to stronger links with local nursery schools and pre-5 establishments, Sports Development increased attendances of pre-5 term time activity programmes by 13% from 12,103 to 13,887 in 2013-14. Highlights included a nursery specific football programme linked to community based activity that had 1,967 attendances, with direct contact and delivery to 470 pupils in 12 different pre-5 establishments.

Similarly, a varied programme of pre-5 activities including athletics, gymnastics, football, multisports, rugby and tennis was delivered in a variety of community settings during the school term and the holidays.

## “QUOTE FROM A PARENT”

“My child attended Little Athletics last week at Eastwood. I would just like to say how much my child enjoyed the activity he thought it was great and the coaches were excellent.”

- **An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school**

This was the first year schools recorded the percentage of children achieving developmental milestones at the beginning of P1. The 2013-14 results represented a baseline with the expectation that results will increase significantly over the next few years. This year, 53% of P1 children achieved their developmental milestones. In collaboration with colleagues in Community Health Care Partnership (CHCP), we will further develop our approach to tracking from the 27-30 month assessment through to that at P1.

**Our young children are healthy, active and included.**

Intermediate Outcome: East Renfrewshire Council’s Single Outcome Agreement







### What are we going to do now?

- Continue to offer relevant and up-to-date health and wellbeing training to all staff, tailoring support to specific groups where appropriate.
- Launch the new Greater Glasgow and Clyde Substance Misuse Policy.
- Continue to promote Positive Coaching Scotland training to all newly qualified teachers, staff new to the authority and parents to increase the numbers of coaches.
- Review the out of school hours PE programme in every primary and secondary school.
- Ensure that each primary and secondary school provides a block of girl-targeted activity across the school session, with a particular focus at P6, P7 and S1.
- Increase the percentage of children 8 years and under engaged with sports.
- Introduce free school meals for all P1-P3 pupils.
- Continue to monitor income performance and school meals uptake against targets.
- Further develop our approach to tracking from the 27-30 month assessment through to that at P1.
- Continue to analyse the results of the expected developmental outcomes to identify strengths and areas where support is required in improving practices.

Parents are key partners in supporting their children's learning.

Curriculum for Excellence: Building the Curriculum 5

## Achieving

Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

- **an ethos of high expectations and achievement in every school and service**

### Effective Transitions Review

A review of effective transitions took place in all the schools in the Williamwood Cluster. The report showed that overall, learners' experiences in the primary and secondary sectors were very good with a significant number excellent in the secondary sector. There was evidence of a range of learning and teaching approaches which offered a very good balance of active and independent learning, direct teaching and group work.

"Within very good and excellent lessons young people were clearly engaged, motivated, supported and challenged. There was a range of skilful and well-paced teaching approaches where teachers and learners interacted well. Skilled questioning and discussion stimulated learners' interests and made them reflect upon their own learning. Learners' responses were valued and developed further. The teaching fully involved learners and encouraged them to express their own views and opinions and also to ask questions."

**Effective Transitions Review:  
Williamwood High School February 2014**

### Library and Information Services Customer Service Excellence

The library service enjoyed their best ever performance during their annual Customer Service Excellence accreditation, surpassing last year's strong outcome. The assessor identified eight sector leading areas of "compliance plus", including high levels of customer insight and awareness, working with hard to reach and disadvantaged groups, strong partnership working and staff development. The assessor praised new library developments including the recently re-opened Giffnock Library stating that, "The vision is that libraries can breathe life into their respective communities and enrich the lives of customers by offering social and cultural benefits and encourage local regeneration."

"The library service continues to deliver high quality services to the people of East Renfrewshire and is recognised amongst peers as a progressive service."

"Following the assessment, East Renfrewshire Library and Information Services were found to have a deep understanding of, and commitment to, Customer Service Excellence."

**Customer Service Excellence Assessment Report**

- **continue to be the highest performing mainland council area as measured by national examinations**

### Performance in National Examinations (SQA)

In 2014 East Renfrewshire maintained very high performance levels in the SQA examinations. It is no longer possible to compare East Renfrewshire performance in whole school national examination measures with other local authorities as this data is no longer made available. Once again, the young people in East Renfrewshire's schools excelled themselves in the national examinations.

In particular:

- 71% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (Intermediate 2) surpassing previous best ever achievements and up 10 points since 2011.
- Barrhead, Mearns Castle, St Luke's and Woodfarm High Schools had their best ever S4 performance at Level 5; with Barrhead and St Luke's High Schools increasing by over 7 points from last year. Over four fifths of S4 pupils in St Ninian's High School attained 5 or more awards at Intermediate 2 or better.
- The Higher results for S5 pupils continued to show a very strong performance. The proportion of pupils achieving 1 or more Highers and 3 or more Highers was the best ever. Of the original S4 roll, 77% of young people in the authority achieving 1 or more and 60.5% 3 or more Highers. In S5, 39% of pupils achieved 5 or more Highers, similar to the performance in 2013.
- Barrhead and Eastwood High Schools had their best ever Higher results and 50% of S5 pupils in Williamwood High School achieved 5 or more Highers.

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. Curriculum for Excellence: Building the Curriculum 3



- At Advanced Higher in S6, the authority achieved its best ever performance with 35% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from 31% in 2013.

The authority achieved all the 3-year average targets (2012-14) that had been set at Intermediate 2, Higher and Advanced Higher levels.

#### • improved attainment in the senior phase

Presentation of all pupils for appropriate courses remains a key target for all East Renfrewshire's schools, particularly with the implementation of the new National Examinations. Our schools have continued to make very good progress at ensuring young people are presented at the most appropriate level, in particular:

- Since 2007 the proportion of S4 pupils presented at Intermediate 2 has increased from 67% to 80%. There was a 3% increase in the percentage of pupils presented at Intermediate 2 from 2013 to 2014. Since 2007 there was also an increase in the proportion of pupils achieving an A-C award from 90.4% to 94.2%.
- The proportion of S4 pupils achieving an A-C award at Intermediate 1 from 81.9% in 2007 to 84.2% in 2014.
- Schools have seen an increase in the proportion of pupils achieving 8 or more Intermediate 2 awards from 33% in 2007 to

50% in 2014. There was also an increase in the percentage of pupils achieving 8 or more A awards at Intermediate 2 from 11% to 19% during the same period.

- Improvement in the correct levels at S4 and resulting quality of awards has led to gains at S5 and S6:
- In 2007 72 young people attained five A awards at Higher in S5 increasing to 171 in 2014, with significant improvements in 5 of our 7 secondary schools.
- The proportion of S6 young people presented successfully at Advanced Higher increased from 81% in 2012 to 83% in 2014.

#### • improved attainment in national examinations in curricular areas where performance has been identified as weak

#### National Qualifications

Head Teachers, in consultation with the Education Department, negotiated appropriate rolling targets for SQA examinations in curricular areas where performance has been identified as having particular scope for improvement. Head Teachers and Quality Improvement Officers used the targets and the results to inform next steps as part of the improvement planning process. These targets were a focus in presentations to Head Teachers, senior managers and subject group meetings as part of the feedback on the results over the last six years.

As these targets are on-going, it is expected that progress will be over an extended period of time. To date, five targets have been met. The remainder continue as priority areas for improvement.

- **an improvement in the attainment of the lowest-achieving 20% of East Renfrewshire's school age children and especially looked after children**

#### Improving Attainment

Since 2011-12 the percentage of primary pupils in the lowest attaining group achieving the expected levels has increased in reading, writing and mathematics.

In reading, the percentage increased from 48% in 2011-12 to 50% in 2013-14, in writing it increased from 40% to 45% and mathematics saw an increase from 44% to 51%. The authority is on track to achieve its 3-year average targets (2013-15) in reading, writing and mathematics based on the proportion of the lowest attaining primary pupils achieving the expected levels.

The percentage of S4 pupils with tariff point attainment scores of 128 or fewer (equivalent to eight "C" awards at Intermediate 1) decreased from 9.6% in 2011 to 7.0% in 2014. The Education Department achieved its 3-year average target (2012-14) of 8.5%. Six out of seven secondary schools achieved their school specific target.

In secondary schools we will maintain our high levels of performance in national examinations.



There was an increase in the average total tariff point attainment scores of the lowest performing 20% S4 pupils from 106 SCQF points in 2011 to 124 points in 2014. This compares very well to the latest national result (2012-13) of 75 points.

There was a small gain in the proportion of S4 looked after pupils who achieved English and mathematics at Level 3 or better from 75% in 2013 to 84% in 2014. However, only 16% and 5% of looked after S4 pupils achieved 5 or more awards at Level 4 and 5 respectively.

There was an increase in the percentage of S5 pupils presented at Intermediate 2 achieving A-C awards from 67.6% in 2012 to 71.3% in 2014.

- **improved reading, writing and mathematics throughout the years of the broad general education**



### Baseline Performance

From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2013-14, the average raw score in numeracy has increased from 48% to 55% and in literacy it has increased from 53% to 61%.

### Curriculum for Excellence Assessments 3-15

East Renfrewshire has established systems to monitor and track pupil progress in reading, writing and mathematics through the levels set out as part of the assessment framework for *Curriculum for Excellence*. Results in 2010-11 represented a new baseline with the expectation that results will increase over the next few years as staff become more familiar with teaching and assessing in line with *Curriculum for Excellence*.

In 2013-14, 85.8% of primary pupils achieved the appropriate levels in reading. This is an increase of 6.9% when compared against the baseline assessment figure of 78.9% in 2010-11. In writing, 82.6% of primary pupils achieved the appropriate level, an increase of 10.9% from 2010-11. 86.3% of pupils achieved the appropriate levels in mathematics, representing an increase of 8.5% when compared against the baseline figure of 77.8%. Currently, the authority is 0.4%, 1.7% and 0.3% below the three-year (2013-15) average targets of 87%, 84% and 87% for reading, writing and mathematics respectively.

“Literacy across the curriculum has been further enhanced through collaborative working with cluster colleagues.”

**HMIE Follow Through Report:  
Woodfarm High School September 2013**

“In early numeracy and mathematics, children could touch count confidently and were beginning to understand the concept of time. Recent experiences included, children organising information by sorting, matching and grouping.”

“Staff had provided increased opportunities for children to write independently and for a purpose which was impacting on children’s motivation. In upper stages of the primary school, extended writing tasks provided opportunities for children to develop their writing skills across a range of genre.”

“Curriculum development in numeracy and mathematics, writing and science had led to clear programmes and progressive frameworks for staff to use when planning learning.”

**HMIE Follow Through Report:  
Carlbar Primary School November 2013**

In primary schools we will raise attainment in literacy and numeracy through the rigorous use of assessment information. Education Department: Service Standards



- **an improvement in the readiness of children to start learning**

### Hanen: ABC and Beyond Approach

The Literacy and English Review carried out in May 2014 showed that in playrooms there was a balance of spontaneous play and planned activities. The "Hanen: ABC and Beyond Approach" was embedded in the majority of nurseries, with all nurseries having staff who were trained in the approach. Staff used key strategies to help build upon essential early literacy skills such as oral language, vocabulary, story comprehension, language of learning, print knowledge and phonological awareness.

The introduction of the Hanen approach to storytelling had led to children using a variety of descriptive vocabulary to describe characters and plot. Staff were very positive about the impact of the Hanen training on the learning and development of children's storytelling skills.



Children and young people raise their educational attainment and achievement, developing the skills they need during their school years and into adulthood.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

- **an increase in the number of pupils, school leavers and adults with well developed employability skills**

### Vocational Education

Vocational education continued to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The programme continued to develop to ensure that opportunities for pupil progression based on appropriate positive destinations and labour market intelligence were promoted. The programme worked with partners including colleges, universities and employers, allowing pupils to gain skills in their chosen subject as well as valuable tools to help them in the world beyond school. By the end of school session 2013-14 a total of 356 pupils had successfully completed and passed vocational courses across a range of qualifications from SCQF Level 3 through to Advanced Higher, Grow, Cook and Eat at Access 1 through to culinary arts at BIIAB Level 1 and 2, Fashion Brand Retailing to University Level 1, Urban Music Production at Intermediate 2 and Sound Engineering and Business at National Progression Award (NPA) SCQF Level 6, Progression in Early Education and Childcare at Intermediate 1 and 2, Higher Psychology, various Engineering courses at SCQF Levels 4, 5 and 6 and Hairdressing and Manicure delivered at East Renfrewshire's Style Academy.

"The senior phase programme provides a very positive set of opportunities for young people to develop life skills, and make choices in preparation for their next phase on life. They participate in the Yes Academy Skills for Work: Grow, Cook and Eat programme annually. Staff from East Renfrewshire's Vocational Team, Young Enterprise Scotland and West College Scotland support young people to experience learning in a range of environments whilst gaining life skills including gardening and cooking."

**Education Scotland Report:  
Isobel Mair School August 2013**



### Coach Education Programme

The Sports Development Coach Education Programme supported teachers, coaches, sports leaders and volunteers to improve their coaching ability and knowledge in a positive and informative learning environment. In total 1,025 individuals progressed through the variety of learning programmes on offer in 2013-14.

“QUOTE FROM PARTICIPANT”

"I just wanted to thank you for an excellent course ran on Saturday. It was full of great information for on and off the park which I will take on board and take into my training for my boys. I would also say that every question that was asked was answered very professionally and everyone was satisfied with the response."



## Volunteer Recruitment

In partnership, Active Schools and Sports Development organised termly recruitment evenings to promote and offer opportunities for willing individuals to experience working in sport in a variety of roles. This included shadowing officers, assisting the delivery of sport and physical activity sessions, taking up key duties at events and volunteering at local sports clubs.

In total 32 individuals attended recruitment evenings all of whom lived in East Renfrewshire. A total of 28, 88%, were successfully recruited and deployed within Active Schools and Sports Development programmes throughout the year. Both teams supported 28 pupils from our secondary schools through the S4 work experience programme.

### “QUOTE FROM PARTICIPANT”

“Just wanted to say a massive thank you for allowing me to do my placement with you. The team have been great and I've learned a lot.”

“I just wanted to say a huge thank you for having me along to the summer camps to help out. I absolutely loved working with the kids, the coaches and the other volunteers. It has certainly cemented that my future lies in working with children. It has been a pleasure and I hope to be able to help in future should any opportunities arise. I'm sure this experience will stand me in good stead for my PGDE application this autumn.”

## Adult Learning

The Adult Learning team supported 121 adults at a range of employability provision throughout East Renfrewshire. Learners attended courses and received support in relation to the skills and knowledge required to search and apply for work. This included twenty-one learners who attended English for Speakers of Other Languages (ESOL) for Work courses.

Four learners successfully completed an accredited course, SQA Employability. Six learners took part in a Preparation for Construction course in partnership with Skills Development Scotland (SDS) and West College Scotland and six learners gained employment.

Learners positively evaluated their courses and a number of those who completed courses have progressed on to further learning, volunteering or training.

### “QUOTES FROM ADULT LEARNERS”

“I learned how to use Twitter and Facebook to apply for jobs. I learned how to create e-mails and send applications to employers. It will make wording applications and letters a lot easier. I've learned how to edit and save a document and use specific options in Microsoft Word. This will make it easier for me to edit and use my CV. I find the staff very helpful and finally feel relaxed, at ease and able to learn and concentrate on finding a job.”

“I've learned about new websites and how to use them. I know how to attach my CV to e-mails, use USB pens, fill in application forms online and create a covering letter. The courses help my confidence. I would be totally lost without it, great support for searching and applying for jobs.”

## Accreditation for English for Speakers of Other Languages (ESOL) Learners:

The Adult Learning team, in partnership with Clyde College, offered ESOL learners the opportunity to gain an SQA qualification at Access 2 and Access 3 level. All learners passed assessments in reading, writing, speaking and listening and by the end of the course had shown improvement in all four skills and were able to progress to the next level, gain employment or move onto a college course. Thirteen learners completed one unit at either SQA Access 3 or SQA Access 2, a fantastic achievement for our learners and an excellent addition to the ESOL programme on offer in East Renfrewshire.

## European Computer Driving Licence (ECDL)

The Adult Learning Team supported ICT learners to complete their ECDL qualification, in order to advance their computing skills to an internationally-recognised level, gain a certificate and improve their employment prospects. Learners were invited to attend support clinics at a range of times and venues, with help from tutors to supplement their online learning, to learn specific office packages and pass the required exams.

Residents have the skills for employment through increased take up of education and training opportunities.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

### “ QUOTES FROM ECDL LEARNERS ”

“I have already created a CV for a friend and altered my own. I am more confident when applying for jobs online and can apply for a much wider variety of posts. I have also created a spreadsheet to help with the family budget. I have even been able to help my teenage children with a general computing problem and better understand internet security. My tutors were excellent. Completing this course has given me a boost and I know it will help me in my goal of getting a better job.”

“Completing the ECDL course has helped me get back into work after a break and I wouldn't have got back into employment without it.”

“The main purpose of completing ECDL is for the workplace as it is compulsory for all lecturers to have this qualification. While completing the ECDL I also completed a Post Graduate in Education and the ECDL came in useful for e-learning. It has also helped me with managing household budgets and my children's homework.”

### Core Skills Learning Programmes

CBC Construction, the main contractor for the new Barrhead Foundry building, supported adult learning work with unemployed adults. A donation of 250 USB memory pens helped adult learners store electronic copies of important documents and access them on any public-access computer. Documents such as CVs were then available whenever needed, particularly important

for those adults working to improve their employment prospects. Adult and Family Learning staff distributed the devices to learners as part of the core-skills learning programmes provided across East Renfrewshire.

### “ QUOTES FROM ADULT LEARNERS ”

“I have saved my CV and covering letter onto my USB pen. I don't have a computer in the house so I would have to work with paper copies and this would take me a lot longer to apply for jobs.”

“As well as my CV and covering letter I saved some other pieces of work that I am working on to my memory pen. I am writing a piece for the church magazine about my time as a security guard at the Commonwealth Games.”

- **an increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements**

### Questionnaire Data

According to teacher questionnaires issued by 29 establishments in 2012-13 and 2013-14, 99% of teachers in East Renfrewshire stated that they supported pupils to demonstrate personal achievements. This was similar to statistics gathered in 2012-13.

Pupil questionnaires issued by 17 establishments

in 2012-13 and 2013-14 showed that 89% of young people in East Renfrewshire agreed that they had opportunities to celebrate their personal achievements, an increase of 10% on previous statistics.

The authority's Recognising Achievement and Raising Attainment strategy continued to guide and support our schools to celebrate achievements. Working to achieve a variety of awards helped our children and young people to develop a range of skills and attributes which will support them to improve their skills for life, learning and work. The table below shows the increase in the number of young people achieving a variety of awards over the last seven years:

Achievement Awards	2008	2009	2010	2011	2012	2013	2014
Duke of Edinburgh	56	147	110	169	463	730	592
ASDAN / Personal Effectiveness	39	16	287	269	335	437	292
Sports Leadership	135	153	135	151	382	155	246
Diana Award	33	13	158	352	86	170	496
John Muir Award					130	359	461
Saltire Award					82	393	962
Caritas Award					30	53	48
<b>Total</b>	<b>263</b>	<b>329</b>	<b>690</b>	<b>894</b>	<b>1508</b>	<b>2297</b>	<b>3097</b>

Children are confident, effective learners and achieve their full potential.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Young people's achievements were recognised through a wide range of awards and awarding bodies, including the ASDAN Award, Duke of Edinburgh Award, the Diana Award, John Muir Award, Saltire Award, Caritas Award, Sports Leadership awards and the Modernising Volunteering (MV) Award.

This year the Convener's Awards for outstanding achievement recognised fifty young people or groups across the council. The categories for the awards included local and national achievements in sports and music, creativity, community service and volunteering, independent living skills and enterprising initiatives.

Schools continued to increase opportunities for children and young people to be involved in a range of additional activities and are tracked and monitored these more systematically. Personal achievements, both in and out of school, were recognised and celebrated through school assemblies, newsletters, school websites, displays and school awards.

### Formal Recognition of Achievements of Learners

All S3 pupils developed an S3 profile to mark the completion of the broad general education in Curriculum for Excellence. The profile provided robust information about attainment and achievement to assist with transition to the senior phase.

All S3 pupils and S6 pupils in secondary schools received a certificate that fully recognised and profiled their achievements as well as providing statements of achievement related to the four capacities of Curriculum for Excellence – successful learners, confident individuals, effective contributors and responsible citizens. In S6 this complimented SQA certification and broader accreditation.

All P7 pupils completed a profile to recognise their accomplishments in terms of attainment and achievement at the end of their primary education. The profile provided robust information to support transition to secondary school.

Profiles and school reports provided information to pupils that allowed them to have a clear understanding of their strengths and areas for improvement in terms of their learning and skills development.

"Promoting, recognising and celebrating achievement are outstanding features of learning in Isobel Mair School and Family Centre."

**Education Scotland Report:  
Isobel Mair School August 2013**

### E-portfolios

All schools continued to take forward e-portfolios with pupils, leading to a profile. Cluster schools worked closely to develop consistent approaches to profiling and the development of e-portfolios via the local authority's working group.



### SQA Exhibition

In collaboration with all seven secondary schools in the authority, the Arts Service exhibited the portfolios of SQA Intermediate, Higher and Advanced Higher students in Eastwood Park Gallery. The event was well attended by students, staff, parents and invited guests. As well as giving students a unique opportunity to exhibit their work in a professional gallery, this event proved to be highly popular with parents who were able to see their children's art work on display. It also allowed art staff to see the work of colleagues in other departments and share ideas and techniques.

“ QUOTES FROM A PARENT ”

"It's wonderful to see the work of such talented pupils."

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. Local Outcome: East Renfrewshire Council's Single Outcome Agreement





### St Luke's Raising Attainment Recognising Achievement Day

St Luke's High School S1-S3 pupils, in partnership with the school librarian, took part in the Raising Attainment Recognising Achievement Day. This gave the pupils the opportunity to display their many and varied achievements from outside school. The S1 and S2 classes arranged their own displays in the library which became a bustling venue with a variety of activities taking place. This was a wonderful opportunity for the young people to celebrate and share all their successes with friends, teachers and the school.

#### “ QUOTES FROM PUPILS ”

“The day was great fun! Can't wait till next year.”

“It was really interesting to see what everyone else does in their spare time and what they have won.”

“Some of the displays were amazing.”

“I really enjoyed the demonstrations that people were doing to show their skills.”

“Some of the trophies were enormous and some people have even taken part in events in other countries.”

- a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally

### Questionnaire Data

Statistics from questionnaires issued by 17 establishments in 2012-13 and 2013-14 stated that:

- 92% of pupils agreed that the school helped them to become more confident, an increase of 9% on previous statistics.
- 97% of pupils stated that staff expected them to take responsibility for their own work in class, an increase of 3%.
- 95% of pupils stated that teachers shared learning intentions and success criteria in lessons, an increase of 4% on statistics gathered in 2012-13.
- 86% of pupils confirmed they had a say in making their learning experiences better and 69% of pupils reported they had opportunities to plan their own learning; an increase of 14% in both instances.

Statistics from questionnaires issued by 29 establishments in 2012-13 and 2013-14 stated that:

- 95% of parents agreed that the school helps their child to be more confident, a slight decrease of 1% from last year.
- 93% of staff stated they regularly asked for pupils' views on how their learning experiences could be improved, an increase of 4% on previous statistics.

### Literacy and English Thematic Review

The Literacy and English Review carried out in May 2014 showed that children and young people in East Renfrewshire were eager to learn. They listened attentively, were motivated, engaged, and keen to participate in their learning. In almost all classes, young people used ICT very well to support their learning. Literacy across learning was developed and in some schools embedded. In the majority of playrooms and classrooms, staff used relevant, real life and enjoyable contexts to build upon children's and young people's experiences, making meaningful links for learners across different curriculum areas. All teachers employed Assessment is for Learning (AiFL) strategies very effectively in order to meet pupil needs. Collaboration in pairs, trios and groups ensured children and young people were engaged in their learning.

“In best practice, the pace of lessons was brisk and learning intentions and success criteria were an integral part of the lesson. Pupils were actively involved in agreeing success criteria. Teachers used clear explanations, instructions and skilful and effective questioning. Plenaries were designed to provide opportunities for pupils to reflect on their own learning, self and peer assess and consider next steps in relation to the success criteria. In all schools teacher-pupil interactions were very positive, with staff supporting and challenging children to take responsibility for their own learning. In best practice praise was used effectively to motivate and encourage learners. Most children and young people consulted through schools' focus groups indicated that they enjoyed reading and writing lessons.”

**ERC Literacy and English Thematic Review May 2012**

Our employees are skilled, and supported to achieve our outcomes.

People Outcome: East Renfrewshire Council's Single Outcome Agreement

### New National Qualifications

Teachers in all secondary school subjects attended national training for the introduction of the new Highers. Locally devised training in assessment was offered using national presenters and East Renfrewshire's verification nominees and was highly evaluated. Further local training was provided for almost 200 teachers and well received in support of the implementation of the new national qualifications for mathematics, English, the sciences and technology. In the sciences, East Renfrewshire's subject nominees participated in highly effective cross-authority writing groups to produce support material and resources for the new qualifications. Schools have been supported with locally produced policy documentation and advice relating to the SQA marking review processes and verification processes.

### Moderation Training for the Broad General Education

Ninety primary teachers participated in four half day sessions of training in the integration of learning and teaching with assessment and moderation. These staff became moderation facilitators and led an authority wide highly evaluated moderation event on the February in-service day for all pre-5 and primary staff.

The development of skills is essential to learning and teaching to help young people become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence: Building the Curriculum 4

### “ QUOTES FROM MODERATION FACILITATORS ”

“I think this process has helped me to recognise where our schools are now and where we need to go in the future in terms of teacher confidence in assessment, using the experiences and outcomes progressively along with meaningful learning intentions and success criteria.”

“It increased my understanding of how experiences and outcomes can effectively be linked together. My knowledge and confidence of creating appropriate learning intentions and developing success criteria has increased vastly and I am more confident about the evidence I need to collect.”

“Assessment is thought about at the planning stage and integrated into the learning and teaching. The quality of the learning intentions and success criteria has a huge impact on the assessment of learning. Involving pupils in the process is also essential in working out the success criteria.”

### “ QUOTES FROM PARTICIPANTS ”

“Very valuable – discussion was extremely worthwhile. Very interesting to see how different colleagues took the same experiences and outcomes in different directions.”

“Beneficial to see other schools work across the same stage, share thinking, good practice and professional knowledge and understanding. Group felt experience of the day was positive.”

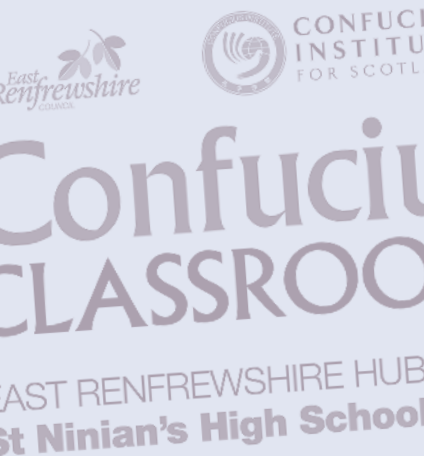
“Opportunity to engage in focused professional dialogue with colleagues from across the authority. Provided reassurance with devising learning intentions and success criteria that clearly match the relevant experiences and outcomes.”

### School Improvement Partnership Programme

The School Improvement Partnership Programme (SIPP) is a solution-focused approach to Scotland's attainment issues with a focus on innovating to tackle educational inequality. SIPP draws on the wealth of international educational research and practice demonstrating that the most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals. In the spirit of action research, the programme aims to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change. This year Crookfur and Thornliebank Primary Schools took the project forward together, using lesson study to improve attainment in mathematics, initially at Primary 5 then through the other upper stages in the primary school. Involvement in the project has led to positive evaluations, in particular for locally devised training, improved experiences for children and young people in the classroom and a greater understanding of the design principles of the curriculum by staff.







### Confucius Classroom Hub

Confucius Classroom Hubs have been developed in local authorities across Scotland to stimulate the teaching of the Chinese language and learning about Chinese culture.

The Confucius Classroom Hub continued to thrive in East Renfrewshire with Mandarin and awareness of Chinese culture being delivered in six secondary schools and their associated primary schools.

East Renfrewshire's Confucius Hub was awarded the Scottish Hub of the Year by the Confucius Institute for Scottish Schools (CISS) and as a result became one of ten Hubs out of five hundred around the world to be nominated as Global Hub of the Year. Commendably, in December 2014, East Renfrewshire's Confucius Hub was selected as the winner of this prestigious award from more



than 500 entries worldwide. As St Ninian's High School was the original Hub school, the Head Teacher represented East Renfrewshire at the international Confucius Conference in Beijing to collect the award.

In session 2013-14, twenty-six of our senior pupils received an SQA awards in Mandarin, an increase of eleven from session 2012-13.

Five senior pupils from Barrhead, Williamwood and St Ninian's High Schools spent three weeks on an educational visit to Beijing and Tianjin in June 2014 as part of our partnership with the Confucius Institute for Scottish Schools. Two senior pupils were accepted for one year scholarships at Tianjin University for academic session 2014-15.

### The Carnegie Book Award Shadowing Scheme

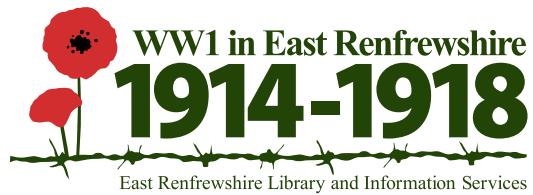
The Carnegie Book Award is a major literary prize which is presented every year to the most outstanding book written for young people. A shortlist of nominated books is chosen in March and the eventual winner is announced in June. Schools around the country are encouraged to shadow the award and read and discuss the books on the shortlist.

School librarians in East Renfrewshire's secondary schools have been shadowing the Carnegie Book Award with pupil book groups since 2003. All seven secondary school are involved, with each school librarian establishing a book group of pupils from S1-S5 who then read and discuss the nominated books. Since 2008, book groups from the schools involved have come together to take part in the annual activity morning which takes the form of an interactive quiz based on the short-listed books and includes performing dialogues, drawing characters, creating tag-lines and voting for an overall favourite title.

In recent years the scheme has grown in stature and number of pupils involved has increased, including P7 book groups. Over 140 pupils took part in the shadowing scheme this year.

Children are confident, effective learners and achieve their full potential.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### World War 1 in East Renfrewshire

The Heritage Service recognised that local interest in World War 1 (WW1) would intensify over 2014-18 due to the centenary commemorations and involvement in development and support of projects would be a certainty. Planning for this took place in advance, assisted by East Renfrewshire Libraries' successful bid for a grant from the Scottish Library and Information Council (SLIC) Public Libraries Quality Improvement Fund. A schools' module was developed, piloted and offered to schools throughout the WW1 commemorative period.

Use of the module equipped pupils with the skills and resources to research WW1 in East Renfrewshire, raised awareness of the Heritage Service and promoted the new Heritage Centre at the reopening of Giffnock Library in 2014.



### “ QUOTES FROM PUPILS ”

“I enjoyed getting shown the things from WW1 because I like being shown things rather than someone just telling me about it.”

“I most enjoyed learning about the stories of the men who lived in East Renfrewshire before the war and how the war affected their lives before and after the war.”

“I learned about war memorials, how to research people in the past and what life was like in WW1.”

Children and young people raise their educational attainment and achievement, developing the skills they need during their school years. Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### What are we going to do now?

- Continue to support clusters and schools in the implementation of the Curriculum for Excellence Action Plan.
- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching.
- Continue to support educational establishments to make transitions as smooth as possible for children.
- Continue to provide support to senior staff and teachers in schools in using tracking and monitoring tools, including Insight, the new Senior Phase Benchmarking Tool.
- Continue to provide analysis and benchmarking information on SQA results to support schools in ensuring young people are presented for the most appropriate National Qualification level in all subject areas.
- Continue to provide CLPL and support to senior staff and teachers in using tracking and monitoring tools, particularly in combination with standardised tests.
- Continue to support schools to raise the attainment of the lowest attaining 20% especially those looked after children, by providing benchmarking information, monitoring specific school targets and sharing best practice.
- Support schools to reflect on their curricular provision to improve approaches to meeting individual learner needs through improved approaches to progression, personalisation and challenge.
- Support clear exemplification and good practice in the use of combined, holistic and continuous assessment to help reduce assessment demands on teachers and pupils and enhance the learning and assessment experience.
- Develop, produce and implement high quality training for secondary staff across the authority in assessment, moderation and verification to support broad general education and the senior phase of Curriculum for Excellence.
- Continue to implement the Numeracy and Mathematics Action Plan.
- Implement the English and Literacy Action Plan.
- Devise and implement a Literacy Strategy.
- Ensure strong transition in science education.
- Implement the 1+2 languages policy.
- Continue Hub provision across our schools, offering P5 and P6 pupils the opportunity for sessions in Mandarin.
- Continue to work with a wide range of partners to accredit young people through a range of national achievement awards.
- Continue to work with staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through e-profiling and profiles, extending the profiling processes below and beyond P7 and S3.
- Continue to ensure, in partnership with colleges, that pathways to a sustainable programme of vocational education are in place for young people taking that route to employment or training post-school.
- Implement Public Library Quality Improvement Matrix recommendations.
- Expand the number of SQA modules offered to adult learners, offering those adult learners participating in employability courses the opportunity to achieve an SQA accredited qualification.
- Continue to offer English for Speakers of Other Languages (ESOL) accreditation.
- Continue the delivery of a comprehensive training programme through Active Schools and Sports Development for all volunteers.

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.



## Nurtured

Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible in a suitable care setting.

- **higher levels of parental engagement in their children's learning and in the life of their school**

### Questionnaire Data

According to parental and carer questionnaires issued by 29 establishments in 2012-13 and 2013-14, 92% of parents in East Renfrewshire agreed that they were kept well informed of their children's progress, an increase of 1% on previous statistics. As in session 2012-13, 85% stated that the school asked for their views, however 76% stated that the school took account of these, a decrease of 3%. 71% of parents stated that they had a say in how to improve the school, a slight decrease of 1% from statistics gathered in session 2012-13.

### Parental Involvement Strategy

The Education Department's Parental Involvement Strategy details how schools and partner providers are required to have procedures and systems which enable parents to express their views and have these taken into account. Schools' Parental Involvement Coordinators continued with their strategic role in driving forward engagement and involvement with parents, families and other

agencies. Alongside school staff, they planned and provided ongoing events for effective and meaningful engagement with parents. Information was shared in a variety of formats including blogs, social media, newsletters, interactive workshops and websites. This was successful in reducing those factors that might inhibit parental involvement in their child's learning.



### Parent Council Chairs' Forums

Parent Council Chairs' Forums took place three times over the year and were chaired by the Convener for Education and Equalities. The forums provided opportunities to share and broaden good practice. Parents provided items for the agendas which included organising and chairing meetings, road safety and National Qualifications. Ongoing support for Parent Council Chairs included recruitment and selection training.

### Family Learning

"Every day's a learning day" is the clear message that Family Learning promotes when engaging parents in their child's learning and the life of the school, nursery or family centre. Family Learning worked with partners to plan and deliver programmes that engage, inform, develop, strengthen and celebrate the learning that comes from working together. Programmes were tailored to each establishment with an emphasis on building capacity and a shared understanding of the benefits of harnessing the skills, knowledge and enthusiasm of parents. Programmes included "Make, Play and Takeaway", offered at Carlibar Family Centre and sensory play workshops at Glen Family Centre. In addition, a group of parents known as the "Golden Timers", volunteered in Carlibar Primary School and offered a variety of arts and crafts activities for Primary 1, 2 and 3 at Golden Time.

The Family Learning Team used Assessment is for Learning (AiFL) approaches to record, rate, inform and improve the programmes undertaken. Evaluations and reflections were written up each week in a recording book which detailed participants' comments on what went well, how we could improve and what the next steps should be.



Parents are key partners in supporting their children's learning.



### “ QUOTES FROM PARENTS ”

“I enjoy helping at Golden Time as much as the children enjoy making the things. I feel I learn too and I am able to use my ideas and my art skills. It is really good fun and I like working with the children.”

“I really enjoyed today it was fun and creative. It was nice to see my son focused on the story and joining in with the actions and singing along. I look forward to the sessions every week.”

“I’ve really enjoyed the sensory sessions. Spending time together, being creative together. I feel it’s a very special time to spend together.”

### “ QUOTES FROM PUPILS ”

“It’s really good because the Mums help us doing art. I like the elephants and all the different things the Mums make with us. They are kind and friendly and it’s fun.”



### Parent and Child Class

The Parent and Child class was a regular fixture of the theatre’s art class programme. It was designed to encourage skills acquisition for early years, promote creative and positive interaction between parent and child and equip parents with ideas on arts and craft activities that are accessible and can be continued in the home environment. The classes were small and intimate and feedback suggested that they were an excellent adjunct to or preparation for nursery.

### “ QUOTES FROM PARENTS ”

“Really enjoy the class. It’s never the same. Every week there’s new ideas.”

“I didn’t realise salt dough was that easy to make. I’ll be doing that at home now.”



### Playtime at Eastwood Park Theatre

As part of its regular programme of events, Eastwood Park Theatre hosted “Playtime” sessions designed especially for 0-3 year olds to encourage positive interaction between parent and child through stories, music and rhyme. A total of 19 sessions held in the gallery space saw a total of around 600 participants, many of whom have gone on to engage further with the arts by attending performances or taking part in either the DoBeDo or the Parent and Child Art Class.

### “ QUOTES FROM PARENTS ”

“My daughter and I thoroughly enjoyed it.”

“Not crowded, nice pace of class – love it.”

Every young person is entitled to support in moving into a positive and sustained destination



### Chooseday Club

Parent volunteers at Netherlee Primary School ran a multi-activity "Chooseday Club". Over 200 children reaped the benefits, learning new skills, getting fitter and making new friends.

#### “ QUOTES FROM PARENT VOLUNTEERS ”

"Coming along as a volunteer to the Chooseday Club has allowed me to not only participate in sport with my daughter but to encourage and have fun with lots of other pupils of different ages at the school. It's a delight to see them improve and challenge themselves. Their enthusiasm is contagious!"

"Fantastic knowing you are giving the children a new or extra opportunity and experience. Time flew in, had as much fun as the kids!"

"I would just like to say that I really enjoyed my stint at the Chooseday Club. I hadn't played netball for years, so was no expert, but the children were very enthusiastic and I was so impressed with how quickly they picked it up, great bunch of kids!"



- **increase in the number of pre-five establishments being awarded the "Family Friendly" accreditation**

### Parenting Strategy

East Renfrewshire Council's Parenting Strategy outlines how integrated services endeavour to build upon the unique position of parents, to shape a child's life forever and support them to develop the knowledge and skills required for a successful life as an adult. A Family Centre Development Manager was appointed to drive and support the implementation of the strategy.

The authority introduced a Family Centred Approaches Framework leading to "Family Friendly" status. This status, achieved through a self-evaluation and supportive validation process, provided endorsement of an establishment's capacity to support parents in a comprehensive way.

At present 81% of pre-five establishments, including partner providers, have been accredited with "Family Friendly" status, with the remaining 19% on track to do so. This accreditation confirmed that our families received excellent help and support to ensure children got the best start in life. Information shared was very effective in providing families with the knowledge and skills they needed to promote wellbeing.

"A model of "Family Friendly Accreditation" using a range of quality indicators has been developed locally and is being rolled out across all pre-five establishments and partnership nurseries. This process, supported by a development manager is providing a consistent approach to continuous improvement in centre based early years services."

**Care Inspectorate Joint Inspection Report  
September 2014**



Parents are supported to provide a safe, healthy and nurturing environment for their families.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement





### Flying Start

The Flying Start programme was developed by the Parent Council in Williamwood High School. This programme encourages parent volunteers to speak about their careers in PSHE lessons; offer interview practice and support for pupils seeking employment and for those seeking entry to high tariff university courses; offer work experience placements to senior pupils wishing to enter the world of work and those requiring work experience to support their entry to their chosen university course. The Parent Council held a launch event to encourage support for the programme and produced a work experience video.

- **an increase in schools and centres putting nurturing approaches into practice**

### Questionnaire Data

In statistics from questionnaires issued by 17 establishments in 2012-13 and 2013-14, 94% of pupils stated that staff make sure pupils behave well, an increase of 8% on previous statistics.

### Nurturing Approaches

Pre-five and primary establishments continued to support children with their social and emotional development through work with specific groups of children and in whole class and whole school approaches. There are now fourteen Learning



Centres across twelve primary schools and increasing numbers of staff, including staff from schools in all sectors who do not yet have a Learning Centre, received training in nurture, attachment and promoting emotional resilience to meet the needs of pupils. Nurturing principles were effectively used by Barrhead High School's successful "Check-in" groups.

"Our Learning Centre with its extended nurturing approach has a positive impact on individual parents and their families. We have continued to enhance our pupils' Health and Wellbeing experiences with continued focus on keeping our pupils active and motivated. A range of technologies, strategies and groups are utilised to support the learning, social, emotional and behavioural needs of individual pupils."

**Standards and Quality Report:  
Mearns Primary 2013-14**

"Across the school, the sensory support and inclusion support services, staff have excellent relationships with children and young people. They use nurturing approaches skilfully to help children and young people feel secure, cared for and to enable them to maximise their potential."

**Education Scotland Report:  
Isobel Mair School August 2013**

"The school has developed a nurturing culture where pupils are valued, included and supported to achieve their potential."

**Support and Protection Review:  
St Luke's High November 2013**

"The school had a welcoming and nurturing ethos. Staff at all levels were respectful of children and treated them equally and fairly. Staff were caring, worked well in teams, knew their children very well and were sensitive to their learning and pastoral needs."

**HMIE Follow Through Report:  
Carlubar Primary School November 2013**

Parents are key partners in supporting their children's learning.

Curriculum for Excellence: Building the Curriculum 5

- **An increase in the percentage of families completing family learning activities, reporting they are more able to support their child's learning**

### Family Learning

The Family Learning Service had a high level of engagement on a one-to-one basis to enable parents to engage more in their children's learning. The service also worked in partnership with pre-school establishments, schools and other agencies to deliver a range of group work opportunities for parents to increase their skills, knowledge and confidence in supporting their child.

The service offered home visiting to families that were referred by schools, nurseries, social work and psychological service. These home visits gave the parents involved the opportunity to better support their children. Those families visited were motivated and engaged in their learning.

The Family Learning Service also supported families new to the country and those that have languages other than English. Formative assessment strategies were used to provide feedback and reflection on the progress made by the family, allowing the Family Learning member to tailor the activities appropriately.

### “ QUOTES FROM FAMILIES ”

“Reading the story using puppets is more interesting. Captures his attention.”

“I am much happier and not as stressed as I used to be. I feel more confident doing his homework and that he is learning.”

“It helps to understand how maths and language is taught in school and the link with home and class.”

“I can teach her language and maths in Burmese. I can read and write and support but I can't explain to her. I need support because of the language.”

“I found the support excellent. Really, really good.”

“We are growing together and it's not a chore. We are doing it together.”

“She gives it a try now. Massive progress in everything, especially with reading.”

“I am more confident and I can relate day to day things to learning. I am more aware of the learning environment.”

“I suppose you become knowledgeable and therefore you become more confident.”



### Play Workshop

Adult and Family Learning provided a total of six Play Workshops which were offered to parents with children in three nursery classes across the authority. The workshops included some theoretical discussion on the Play Strategy for Scotland and ensured that parents understood that play is an essential part of their children's life and vital to their stage of development. Parents were offered a variety of indoor and outdoor rich play experiences to develop bonding, curiosity and problem solving skills by the Family Learning team members. Parents made a commitment to take away an activity to try with their child at home.

### “ QUOTES FROM PARENTS AND CARERS ”

“I learned that it is okay for children to play on their own as well as interact with them.”

“The most useful thing is that it doesn't take a lot of preparation to do activities.”

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. Local Outcome: East Renfrewshire Council's Single Outcome Agreement



### Bookbug's Big Sports Day

In partnership with the Sports Development Team, East Renfrewshire's libraries designed and hosted a drop in Bookbug Day in Neilston as part of Bookbug Week. The morning and afternoon sessions included Bookbug songs, rhymes and stories interspersed with games. Almost all activities could be reproduced at home requiring minimal or no equipment. Healthy drinks and snacks were provided and examples of all the Bookbug Packs and Scottish Book Trust promotional materials were displayed. A large display promoting Bookbug's Library Challenge, which encourages library membership and book sharing in the home, was created for the event and later displayed within the parents' area in Madras Family Centre.



In partnership with Family Learning, families with children at Madras Family Centre attended each session, many of whom had previously received Bookbug in the Home visits. A total of 44 adults and 59 children attended the sessions.

### “ QUOTES FROM PARTICIPANTS ”

“Bookbug is fantastic for children's learning. Lots of fun in songs and play.”

“What a fab afternoon. A lot of work put in and really appreciate it.”

“Really great time. Tired kids – brill.”

“Very enjoyable, very stimulating.”

“Absolutely fantastic, loved every minute.”



- a culture based on getting it right for every child and where wellbeing indicators are driving improvement across all services and schools

### Getting it Right for Every Child (GIRFEC)

The introduction of the Children and Young People's (Scotland) Act 2014 provided the legislative embedding of GIRFEC. A multi-agency GIRFEC leadership group continued to ensure effective partnership working and oversee the implementation of GIRFEC across the Local Authority and Community and Health Care Partnership (CHCP). The schools' implementation group ensured that GIRFEC was being embedded in schools. An audit of GIRFEC provision highlighted a wide range of practice in schools and pre-five establishments. A comprehensive multi-agency continuous lifelong professional learning (CLPL) programme was set in place as part of the process of implementing GIRFEC.

As part of GIRFEC implementation the Child's Multi-Agency Plan (CMAP) was introduced. The plan was based on a holistic assessment of the child's wellbeing and replaced other planning formats.

Staged Intervention (STINT) in schools is the system through which pupil support needs are planned for and met. This system is already GIRFEC compliant and engages parents and pupils to ensure the best outcomes for them. It has been agreed that stages one to three of STINT will be the Education Department's Single Agency Plan with stages four and five to become CMAP.

Our learners are successful, raise their attainment and have their achievements recognised.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



## Psychological Service

Psychological Service made a significant contribution to the implementation of GIRFEC through active participation in the multi-agency GIRFEC Leadership Group and the schools' Education Group. This included the production of multi-agency GIRFEC guidance for practitioners and streamlined planning processes for children and young people with additional support needs as well as improving the structures and practices for meeting the needs of the most vulnerable children aged 0 to 5.

Psychological Service delivered highly valued GIRFEC training within schools to all newly qualified teachers and to multi agency practitioners. Almost all participants reported that following training their knowledge, skills and confidence had improved.

### “ QUOTES FROM PARTICIPANTS ”

“I now have a clearer understanding of GIRFEC practices and principles that I can take back to nursery and put into practice.”

“I now feel more confident in using the resilience matrix to identify pupils' strengths and additional support needs.”

## What are we going to do now?

- Implement new national guidance on the Children and Young People (Scotland) Act 2014.
- Implement the role of Named Person.
- Develop new guidance for schools on the use of STINT in the context of the Single Agency Plan and CMAP.
- Continue to support all schools to develop nurturing approaches for vulnerable pupils.
- Continue to support schools and Parental Involvement Co-ordinators in implementing the Parental Involvement Strategy and the Parenting Strategy.
- Continue to programme for young audiences, their parents and carers, and provide further opportunities for pre-school children to participate in the arts.
- Pilot the Let's Play initiative as part of Family Learning's contribution to the Early Years Collaborative.
- Expand early learning and childcare provision.



Our children are safe and cared for.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



## Active

Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

- a curriculum and culture which promotes creativity, innovation, global citizenship and enterprising attitudes in all our learners

### Young Enterprise Scotland (YES)

Four East Renfrewshire secondary schools Mearns Castle, St Luke's, Williamwood and Woodfarm High Schools, entered teams in the Company Programme, an initiative run by Young Enterprise Scotland for senior pupils. A total of 47 young people took part across the local authority. The pupils involved were given the opportunity to set up their own trading company whilst being supported through the process by experienced local business entrepreneurs. The pupils participated in a Christmas Fair at SOAR at Braehead and competed at the local finals at the end of the academic session at the University of West of Scotland in Paisley.

The YES Renfrewshire Area Board members, who organised the regional heat, were very impressed with the initiative and creativity shown by young people and the passion and energy which they brought to the projects. The standard of products and presentations continues to improve each year and the young people involved gained great experience from selling to the public and pitching their ideas and products to an expert panel of judges.

### Teach Global Ambassadors and Global Learning Programme

Representatives from East Renfrewshire Council's Education Department met with the West of Scotland Development Education Centre (WOSDEC) in April 2014. This meeting led to plans to hold tailored professional learning, under the guise of the Global Learning Programme, in session 2014-15. Barrhead High School and St Luke's High School were identified to take forward a European Union funded scheme known as "Teach Global Ambassadors". The Ambassadors' scheme will see two members of staff from each school trained in producing modules with global themes in mind. An Ambassadorial role will then follow, as those trained assist other schools in the authority and ensure global themes are sustained over time. The opportunities offered by the Global Learning Programme will ensure local schools are equipped with resources and ideas to enhance global themes in the classroom.

### Portrait Master Class

The Arts Service placed a professional portrait painter at the disposal of Barrhead High School's Art Department to lead a portrait master class with pupils in S4. The young people experienced a portrait demonstration watching the visiting artist paint a portrait from a live model. They then embarked on their own portrait study using a direct painting technique which was novel and challenging.

### “ QUOTES FROM PUPILS ”

"I enjoyed getting the different skin colours."

"It was hard but it was good as well."

### “ QUOTE FROM A TEACHER ”

"This has allowed the students to realise how much they can achieve in a short period of time."



East Renfrewshire residents are fit and active and have the skills for learning, life and work. Local Outcome: East Renfrewshire Council's Single Outcome Agreement



- **learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential**

### Residential and Outdoor Experience

Twenty-five young people with additional support needs from the seven East Renfrewshire secondary schools and the Isobel Mair School took part in a residential and outdoor experience at Lochgoilhead Outdoor Centre. Each young person was partnered with a senior pupil who had volunteered to be a "buddy" to the young person over the weekend. The buddies worked with and supported the young people on all the activities and participated fully in the social activities during the weekend. While staff were on hand to supervise, the young people and their buddies were encouraged to work as independently as possible. This has proven to be a very successful way of supporting the young people.

The outdoor education programme provided opportunities and personal challenges to all of the young people with additional support needs. This experience helps to build confidence for young people with additional support needs and build relationships between the young people and their senior buddies which continue into next session and in the community. The event also offered a social opportunity to young people who may not have such activities in their day to day lives. All of the young people thoroughly enjoyed the experience. The buddies interacted very well with their partners and the young people with

additional support needs coped well with the demands of each activity.

#### “QUOTE FROM STAFF”

“The range of activities was good. It's great seeing pupils with additional needs overcome fear and being pushed to the edge of their ability and comfort level. The large green at the back became a very pleasant meeting point for all children and adults and I felt it encouraged sociability and interaction. I liked the way that all the dorms and bunkhouses faced out onto this green space. I will always fondly remember the talent show and disco - a great atmosphere of genuine inclusion and happiness!”



#### “QUOTES FROM PUPILS”

“Chloe got to the top of Jacob's Ladder and we were all so proud of her. The disco is really good as it improves your social skills and everyone gets on really well.”

“Everyone had a great weekend and it's a great confidence builder.”

“It was great to have the responsibility of helping to look after others and help them gain friendships and how to interact with each other.”

“I think the young people gained excellent skills to work together as a group.”

“I buddied Katherine and the weekend has been good as it has improved her confidence, she was able to perform to everyone at the talent show. My highlight was seeing Katherine at the disco because she had such good fun.”

**Our young children are healthy, active and included.**

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Primary School Commonwealth Games Roadshows and Queens Baton Relay

In the lead up to the Glasgow 2014 Commonwealth Games, the Active Schools and Sports Development Teams worked closely with all schools in the area, and ignited pupils' imagination and their desire to participate in sport by holding their own schools' baton relay to coincide with the Queen's Baton Relay. The schools' baton travelled to each school as part of a special Commonwealth Roadshow.

The East Renfrewshire primary batons visited all 23 primary schools and nurseries and Isobel Mair School between April and June 2014 to tie in with the visit of the Queen's Baton on 16th July 2014. As the real baton journeyed around the country, carried by thousands of Baton Bearers, the East Renfrewshire batons passed through over 8000 hands as each school or nursery organised their very own School Baton Relay using their playground, gym hall or sports pitch. Schools and nurseries also sent a special message with the baton as it travelled. Some wrote poems and others sang songs especially written to reflect the Commonwealth spirits and values.

As part of each Commonwealth Games Roadshow, every pupil represented a Commonwealth country or territory with many dressing up in the colour of that country. Each pupil also participated in a special opening and closing ceremony with several top Scottish athletes visiting and talking about their hopes for the games. The Commonwealth Roadshow allowed participation in different sports activities including rugby, athletics, judo, bowls as well as the schools baton relay supported by our club partners

Whitecraigs Rugby, Barrhead Judo Club and Pro-Judo who assisted at the events.

Although the East Renfrewshire batons were replicas, many children and young people also had a visit from the real baton as it travelled around the area thanks to Active Schools, Sports Development and local sports clubs organising 12 out of the 19 baton stops.

#### “ QUOTES FROM THE SENIOR ACTIVE SCHOOLS' COORDINATOR ”

“The response from pupils to the roadshows has been fantastic. Parents, teachers and the children themselves have gone to great efforts to dress up in the colours of their chosen Commonwealth country and to make flags and banners and everyone has had a great time enjoying all the sports on offer. A big thanks needs to go to some of our community clubs - Whitecraigs Rugby Club, Pro-Judo and Barrhead Judo Club who are supporting the events.”



Residents are active and optimise their health and wellbeing.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

### Commonwealth Passport Awards

The Active Schools and Sports Development Teams launched a Commonwealth Sports Passport scheme to reward those children in the local area who tried out lots of different Commonwealth sports. Working in partnership with local clubs, many of the activities were offered free of charge. Children were awarded certificates, bronze, silver or gold medals depending on the number of sports they took part in. The awards ceremony was the culmination of the scheme and was opened by Councillor Mary Montague, Convener for Community Services and Community Safety who also presented the awards to all children. Apart from the presentations to over 150 children over two nights at Eastwood Theatre, highlights included question and answer sessions with Team Scotland athletes including gymnast Amy Regan, mountain biker Kerry MacPhee and rugby sevens Mark Bennett. All children and parents left the event having been inspired by the athletes' life stories and their journey to the top level in their sport.

#### QUOTE FROM THE PARTNERSHIP MANAGER, SPORTSCOTLAND

"Thanks for having me last night, excellent to see the outcomes of a lot of work and brilliant to see the teams working closely together. I will ensure this example is shared."

#### QUOTE FROM PARENT

"Thank you so much for putting on such a fabulous evening. My daughter really enjoyed getting her Silver Medal and meeting Amy Regan. The event was very well put together! Thank you for all the hard work you do to make such events possible."

### Secondary Games

Inspired by the Glasgow 2014 Commonwealth Games, Active Schools and Sports Development Teams in partnership with local sports clubs, organised the first ever Secondary School Games in June 2014. Although schools regularly compete in a variety of sports through the year, the multi-sport nature of this event set it apart from all other festivals and leagues. All seven secondary schools were represented on the day with over 350 pupils taking part. Using the excellent sporting facilities at Eastwood High School and venues at Whitecraigs Rugby Club and Mearns Bowling Club, schools participated in eight different Commonwealth sports namely athletics, swimming, table tennis, hockey, netball, rugby, squash and bowls.

Pupils also participated in their very own opening and closing ceremonies. When the overall results from each sport were added together, St Ninian's High School emerged as the winners. The event is now to become an annual competition.



East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement



### West of Scotland School Games

Following on from the East Renfrewshire Secondary Games, selected teams and athletes were chosen to represent East Renfrewshire in the first ever West of Scotland Games. Organised by the Active Schools Teams from East Renfrewshire, Renfrewshire, Glasgow and Inverclyde, 65 pupils from our schools represented the local authority in athletics, netball, rugby and badminton at the On-X centre, Linwood.

Williamwood High School S5/6 rugby team won gold with the St Ninian's High School S1/2 Netball team winning silver. Several athletes representing all seven secondary schools in East Renfrewshire also won a selection of medals on the day.

Due to its success and the excellent partnership working across all four local authorities, this event will be continued in up-coming years and provide a competitive sports pathway from school to area to regional sport.



All children and young people are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning.

Curriculum for Excellence: Building the Curriculum 4

“QUOTE FROM COUNCILLOR  
MARY MONTAGUE, CONVENER FOR COMMUNITY SERVICES AND COMMUNITY SAFETY”

“I’m delighted East Renfrewshire is taking part in the first ever Inter-Authority Games. It is a great event bringing together young people from a host of schools, sharing their love of sport and competition. It’s vital we give your young residents every chance to take part in sport and healthy activities, putting them on the pathway to healthy, active lives. Well done to the sports teams on all four councils - I’m sure events like this, spurred on by the inspiration of the Commonwealth Games, will go from strength to strength.”

### P5 Festival Programme

Throughout the year Active Schools offered every P5 pupil in East Renfrewshire the opportunity to participate in a large sports festival.

Pupils in the Eastwood Cluster schools attended Eastwood High School for a Hockey Festival. The pupils were able to use the brand new hockey pitch and had a great day dribbling, passing and playing small sided games. On the day help was at hand from the Eastwood ASDAN class who were learning to coach and take a lead on various activities.

Every P5 boy and girl from the Barrhead Cluster schools gathered at Barrhead Sports Centre for a basketball festival. The festival was the culmination of a four-week block of curricular basketball lessons delivered within each of the participating schools by their class teachers. The Active Schools team were ably assisted on the day by pupils from Barrhead High School, who were on hand to referee the games and organise some basketball skills sessions. Some representatives from Basketball Paisley, our local basketball club, also attended to let the pupils know what opportunities were available in the local community.

All Primary 5 pupils from the Williamwood Cluster schools attended Clarkston Tennis Club for their tennis festival. Working in partnership with the club and sports leaders from Williamwood High School, the Active Schools team organised ten different tennis activities for each child to try out including various skills and games.





### Cluster Sports Festivals

Active Schools developed a competition structure within certain targeted sports across East Renfrewshire during 2013-14. Concentrating on tennis, badminton and netball, each Active School Coordinator organised competitions and festivals within their cluster with the winner of each going on to the East Renfrewshire finals. All clusters were involved in after school football festivals and the Active Schools team organised the annual East Renfrewshire Primary Tennis championships at the new Cowan Park tennis courts. Judy Murray was involved in the delivery of coaching sessions to a variety of groups. She was joined by more than 200 people who enjoyed free tennis sessions over the course of her day spent at the new courts.



### Primary and Secondary Badminton Championships

2013-14 saw the continuation of the very successful primary and secondary badminton championships organised by Active Schools. Our Lady of the Missions Primary School won the primary shield with Mearns Castle High School winning both the junior and senior secondary school shields. Both the primary and secondary winners went on to represent East Renfrewshire in their respective National Championships.



Residents are active and optimise their health and wellbeing.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Instrumental Music Service

The authority continued to develop the musical talents of all our young people. This manifests itself in outstanding performances and recognition of the skills and abilities of children, young people and staff.

East Renfrewshire pupils' membership of the West of Scotland Schools' Orchestra, Concert Band, the National Youth Orchestra of Scotland and the National Youth Orchestra of Great Britain saw increases, with many East Renfrewshire pupils being offered places with these organisations. There was an increase in pupils joining the Strathclyde Youth Jazz Orchestra Jazz School and Band and in the numbers of East Renfrewshire pupils going on to study music at the Junior Department of the Royal Conservatoire of Scotland.



### National Music Council Local Authority Music Education Awards

This year, for the fourth consecutive year, the Instrumental Music Service's outstanding commitment to jazz education was recognised at the National Music Council Awards in London through the Will Michael Jazz Education Award, one of only six awarded throughout the United Kingdom.

The award recognised the jazz band, staff training and improvisation, including the improvisation workshops which result in a high proportion of young people becoming members of the Strathclyde Jazz Orchestra and National Jazz Orchestra of Scotland.

### Showcase Ensembles

Many of our showcase ensembles achieved great success at the Glasgow Music Festival in March 2014. Every year this festival brings together ensembles from many neighbouring local authorities and schools to perform in the Glasgow Royal Concert Hall. The East Renfrewshire Schools' Senior String Orchestra, Senior Concert Band and Jazz Band all won their respective classes in the festival. A widely experienced professional adjudicator saw the wealth of talent which was displayed in the performances of the three showcase ensembles and commented on the fact that a small local authority was excelling in their delivery of ensemble training for its young folk. Parents and friends were able to watch the performance and many sent in or telephoned congratulatory messages to ensemble staff and senior instrumental staff. The results of the successes were published in the local and national press.



Our learners are more confident individuals, effective contributors and responsible citizens.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



- **partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community**

### Book Week Scotland

Book Week Scotland is an annual celebration of books and reading for everyone in the country. People the length and breadth of Scotland were encouraged to participate in a wide range of free events held throughout the week. East Renfrewshire Libraries presented a host of events as part of the celebrations.

Our younger members were entertained by award winning author Debi Gliori, while teenagers were given the opportunity to hear Keith Gray discuss his many award winning novels. Vic Galloway visited Clarkston Library to discuss "Songs in the Key of Fife" which charts the story of the Fence Collective and includes interviews with some of Scotland's finest musicians. Glasgow born author J. David Simons revealed details of his latest novel and shared his life as an author with the audience.



### “ QUOTES FROM PARTICIPANTS ”

“Brilliant night - really interesting to hear all about Vic's take on the Scottish music scene.”

“Thoroughly enjoyed listening to David read from his novel. It's a super opportunity to really hear where the idea for the story came from.”

### Family ESOL Project

Adult and Family Learning, in partnership with the Bilingual Support Worker at Braidbar Primary School, set up a Family ESOL project at the school, "Our Place". The project was offered in class and at home with twenty parents and children and aimed to give parents the opportunity to improve their language skills in order to better support their children. The parents went on to complete an ESOL and IT course held at Giffnock Library. Participants improved their ICT skills and focused

on developing the language needed to describe and compare countries whilst talking about past and present experiences with their children and visitors to the library.

### “ QUOTES FROM PARENTS AND THEIR CHILDREN ”

“I enjoyed writing about Pakistan because I could collect knowledge about my country and tell my daughter. It brought back good memories.”

“It was very interesting writing about Pakistan and my past, in English.”

“I enjoyed the project because it helped my mum improve her English. I learned that she knew what words meant but had some trouble saying it.”

“It was good because I learned about Pakistan as I didn't know much about my mum's childhood home and country.”



Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Getting it Right for Every Child







### Queen's Baton Relay

Working collaboratively with colleagues in Sports Services and the Events team, the Arts Service participated in a fun day celebrating the arrival of the Queen's Baton Relay in East Renfrewshire. A programme of free family events was organised at Eastwood Park Theatre to welcome the baton and included interactive workshops, storytelling, a stilt walker, face-painting and a bouncy castle. There was also a special outdoor performance of "The Pokey Hat" along with free ice-cream for the audience. The show had been especially created by Grinagog Theatre Company as part of the Glasgow 2014 Cultural Programme and had previously toured round Scotland as part of the Commonwealth celebrations. Positive feedback was received from participants and attendees. Almost 1000 visitors passed through the venue and participated in the free events.

#### “ QUOTES FROM PARTICIPANTS ”

"Hilarious, excellent music, nostalgic."

"Great fun. Loved the bouncy castle!"

"Excellent and nice to be outside."

### Scottish Football Association (FA) Quality Mark

The Football Development Team supported eight local football clubs through the Scottish FA Quality Mark Scheme. The scheme is designed to support and recognise the work of clubs and teams who have a desire to be the very best they can be. The five level criteria based scheme encouraged increased participation in football, driving high standards and supported the development of players, coaches and volunteers. Among clubs who enjoyed success are Giffnock Soccer Centre, Carolside Sports Club and Mearns Church FC. Giffnock Soccer Centre was the first club in the Scottish Football Association (SFA) West Region to gain the Legacy Quality Mark Award, the highest level of Quality Mark. Mearns Church FC was awarded Level Two and Carolside Sports Club Level Three on the Quality Mark scheme.

### Tesco Bank Football Challenge

The Tesco Bank Football Challenge is a four-year community programme run in partnership with East Renfrewshire Council and the Scottish Football Association. It introduces football to P2 and P3 children across Scotland to help them develop a healthy and active lifestyle. Sports Development's football team, in partnership with the Scottish FA and Tesco bank successfully delivered the Tesco Bank Football Challenge. Nearly 500 pupils from 11 primary schools took part over the three days. The latest challenge and festival involved pupils from Braidbar, Calderwood Lodge, Thornliebank, St Thomas', Carolside, Busby, Eaglesham, Uplawmoor, Kirkhill, Giffnock and Neilston Primary

Schools. The programme also provided more than 120 hours of free coaching and in-service on football training for a total of forty teachers this session.

#### “ QUOTE FROM COUNCILLOR MARY MONTAGUE, CONVENER FOR COMMUNITY SERVICES AND COMMUNITY SAFETY ”

"This has been an outstanding programme for our young people and I was delighted to see for myself how much the children were enjoying it. It's vital that we play our part in encouraging boys and girls to be active and take up sport at an early age. We were delighted to team up with Tesco Bank and the SFA on the project that has benefited so many children in East Renfrewshire."

### Community Sport Hubs

Sports Development, in contributing to the legacy of 2014, facilitated and supported the development of four Community Sport Hubs (CSH). The hubs include Barrhead Community Sport Hub, Eastwood Community Sport Hub, Giffnock Community Sport Hub and Newton Mearns Community Sport Hub. The hubs offer a wide range of sport and physical activity opportunities and are increasing their junior membership numbers and growing participation rates. In total, nineteen sports clubs are contributing to our East Renfrewshire Community Sports Hubs with in excess of 3,800 members engaged and a workforce of over 400 volunteers developing and delivering local opportunities.

## Our young children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Warriors Sports Club

Sports Development continued to work in partnership with the Community Health and Care Partnership (CHCP) to offer direct support to the now constituted Warriors Sports Club offering opportunities in multi-sports, football, dance and arts. The organisation was aligned to the Eastwood Community Sport Hub and 83 children and young people attended both the football and multi-sports programmes on a weekly basis. The partnership secured external funding from Awards for All and Better Breaks to improve the quality of provision.

### Athletics Partnership

The London Olympics and the 2014 Commonwealth Games resulted in a massive increase in junior membership at Giffnock North Amateur Athletics Club (GNAAC). Realising that there was likely to be a surge in interest in sport participation, the Sports Development Team worked in close partnership with the club to build a system that could accommodate this increase in demand. A Club Together Officer was appointed to prioritise club membership, increase club capacity and retain athletes. Over the last year, GNNAC recruited 172 new members, nine new club coaches and six volunteers. GNAAC now has the largest number of junior members of any athletics club in Scotland.

East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement



### Rugby Partnership and Pathway

A partnership between the Sports Development Team, the Scottish Rugby Union and Whitecraigs Rugby Club (WRC) has increased the number of people playing rugby and increased club membership. Last year, WRC recruited 52 new members, developed a full pathway for P1's to Under 18's and senior rugby. Furthermore, the club held a variety of rugby festival for all secondary pupils alongside establishing holiday programmes over spring, summer and October. The partnership has supported sixteen after school clubs and established six school-club links with local primary schools.



### Basketball Partnership

The Sports Development Team, in partnership with Basketball Paisley and Basketball Scotland, introduced a new competitive opportunity for local basketball players in East Renfrewshire. The East Renfrewshire Basketball Development League brought together players from four local basketball development centres, Woodfarm, Neilston, Mearns and Williamwood, alongside Basketball Paisley's East Renfrewshire Lakers Team to play competitive games once a month. Supported by a successful grant from Awards for All, senior pupils from Eastwood High School attended education and training courses to become referees and table officials for the league. With fifty players taking part each month it offered an opportunity for players to be identified to play local club basketball or move into national pathways.

#### “ QUOTES FROM A PARENT ”

“Many thanks for the basketball showcase last night at Eastwood High School. It was a great night for both adults and kids and fantastic to hear about and see such a positive and enthusiastic attitude towards the sport of Basketball. Great to see it being developed in East Ren and hopefully with support it can be developed further to give our kids an opportunity to grow with a sport which seems to offer a really motivating and sportsman like environment. It would be great to see basketball provision put into more primary and secondary school playgrounds. Thanks to all the ERC staff, coaches and BP for a great night.”





### Coaching, Officiating and Volunteering Awards

The East Renfrewshire Coaching, Officiating and Volunteering awards were led by East Renfrewshire Councils Sports Development Team in partnership with sportscotland. The awards recognised the hard work and commitment of local coaches, officials and volunteers contributing and making a difference to sport across schools, clubs and communities in the area. The contribution made by these individuals is immense and their dedication and hard work is central to ensuring excellent sporting opportunities for all in East Renfrewshire. In this first year nominations were received across five categories; Young Volunteer of the Year, Young Coach of the Year, Volunteer of the Year, Young Persons Coach of the Year and Development Coach of the Year. Each winner was presented with their award at a coaching session.

### Sports Club Showcase

To celebrate the milestone of one year to the Glasgow 2014 Commonwealth Games, the Active Schools and Sports Development Teams worked very closely with a number of local sports clubs to try to encourage more children to be more active, more often. This included a club showcase event held at Eastwood High School. The event gave local sports clubs the opportunity to deliver taster sessions to local school children in their respective sports, whilst encouraging participants to get involved in club activity through special offer discounts. The event also encouraged more parents within East Renfrewshire to get involved

in local clubs, whether that be participating or helping. A number of clubs attended and offered information on memberships, coaching and competition opportunities. Over 500 children and young people participated in this event.

### Early Years Festival 2014

July 2014 played host to the fourth annual Early Years Festival. Organised by the Arts Service, and working in partnership with the Sports and Library Services, the Festival was packed full of theatre shows, workshops and library events created especially for babies and toddlers. In total there were over seventy workshops, activities and performances and approximately 2000 participants and visitors.

Positive feedback from parents and carers showed that the programme of events and cultural activity was successful. Many participants had also attended previous Festivals.

#### “ QUOTES FROM PARENTS ”

“Lovely to have events for under 5 year olds.”

“Great stuff. More please!”

“Perfect for children.”

“Funny script, cast and very skilled with children. Infectious enthusiasm.”

“Excellent – just wish we lived closer!”



All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Customer Outcome: East Renfrewshire Council's Single Outcome Agreement



"The school continues to work in partnership with Community Learning and Development colleagues to extend the range of learning experiences available to all young people."  
HMIE Follow Through Report:  
Woodfarm High School September 2013

### • an increase in participation in cultural and sporting activities

#### Giffnock Library Refurbishment

Giffnock Library re-opened its doors in August 2014 after a £450,000 investment by East Renfrewshire Council. The makeover transformed Giffnock Library into a fresh, modern library and community venue with new community spaces, new furnishings and fittings and a new range of resources and services. The library redevelopment was accompanied by a complete service redesign to improve access and offer a safe, comfortable, stimulating space at the heart of the Giffnock community. The development offers:

- New opportunities for readers including new book groups, author visits and events.
- A colourful children's area for reading, learning and fun and a new programme of activities for teenagers.
- A new programme of events and activities for older people.
- A new Heritage Centre.
- A new learning suite with improved computing facilities, wifi and learning opportunities.

- A range of community spaces and a programme of activities to meet community needs, including bookable meeting rooms for community groups and organisations.



#### “ QUOTES FROM CUSTOMERS ”

"We love our new library, it's really bright and comfy and there are lots of new books to choose from."

"There's much more space than I imagined! You've made a fabulous job and made every inch of space work. Can't wait to come along to the new events you've got planned."

#### “ QUOTES FROM ACTION ON HEARING LOSS ”

"Action on Hearing Loss is pleased to be able to extend our free local hearing aid maintenance service to people living in Giffnock. Running sessions in Giffnock Library means that local residents can get their NHS hearing aids maintained, and get information and support, without having to travel."

#### “ QUOTES FROM CITIZENS ADVICE BUREAU ”

"The recent development of Giffnock Library provides us with a fabulous, safe environment where our clients can discuss a wide range of issues with trained and supportive Citizens' Advice Bureau staff. The library offers us instant access through their free WiFi to all the resources we need to provide our services directly to the people of Giffnock."

#### “ QUOTE FROM EAST RENFREWSHIRE CAMCORDER CLUB ”

"The East Renfrewshire Camcorder Club are delighted to be moving their monthly meetings to Giffnock library from April 2014. The new library accommodation will give us a spacious meeting room with modern IT facilities built in, which will be very useful for us. Our presence in the library is much more at the heart of the community, will give us a higher profile and presence, and should improve our opportunities of attracting interest in the club."



Our residents are well informed, enabling them to access accountable and responsive services.

Customer Outcome: East Renfrewshire Council's Single Outcome Agreement





### Reading Groups

Through a vibrant community of Reading Groups, East Renfrewshire Libraries offered customers the opportunity to meet up with other book lovers to exchange views on their recent reads. Throughout the year, experienced library staff facilitated over 100 meetings in libraries and provided support and resources to several hundred more groups meeting in coffee houses and living rooms throughout East Renfrewshire.

These Reading Groups provided a platform for members to discuss and debate their personal reading choices and to discover new and challenging authors and genres. Membership can enhance public speaking and communication skills and can, in a relaxed and informal environment, stimulate the mind, increase confidence and generally make members feel less isolated and more connected with their community.

### “ QUOTES FROM READING GROUP MEMBERS ”

“I fell away from reading when work and family life took over. Joining a reading group has brought me back to reading and ensures that I make time to read each month – couldn’t live without my group.”

“Membership of Barrhead’s Well Read Group has introduced me to new authors and challenged the way I interpret the books I now read. I find that I am much more confident in expressing my thoughts and opinions on our book choice.”

### Technology Sessions

During 2013-14 the library service continued to deliver and expand the “Technology Sessions in Libraries” programme. These sessions were aimed at people interested in learning more about digital technology such as tablets, smartphones and other portable devices and their potential. Although open to all, the sessions were particularly targeted at the elderly and digitally excluded and devices were always available to borrow at each session. A monthly drop-in session allowed participants to bring along their own device and get help with specific issues.

### “ QUOTES FROM PARTICIPANTS ”

“Absolutely great. Paul took us through material but also gave us time to ask specific questions. An hour went in a flash. A super idea and much appreciated.”

“Found this class very helpful and look forward to further tuition.”

“Helpful session. Learned to use the camera, bookmark, put on homescreen. Downloaded job app for employment opportunities.”

“Enjoyable and informative class. Looking forward to the android class.”

### Technology Petting Zoo

The Scottish Library and Information Council provided East Renfrewshire Libraries with a collection of new devices to show their potential to visitors to the library. East Renfrewshire Libraries hosted six Technology Petting Zoo events in three libraries. During each event a selection of different devices were available for library users to try and staff were on hand to share the potential of the devices and answer customers’ questions. Some of the most common queries from customers were around downloading library eBooks, discussing device options before purchase, general help with mobile devices or tablets and specific help with an app or settings on device. Every customer left the session with the confidence to try new technologies.

All children and young people are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning.





### “ QUOTES FROM CUSTOMERS ”

“Great opportunity to try before you buy.”

“I’ve been looking at different tablets for months. Today I got the chance to try different ones and think I’ve finally decided. Thanks.”

“Delighted with info. Hope I can remember it all!”

“Feel more confident using eBooks from the library.”

### Teen Summer Reading Challenge

In partnership with the School Libraries and Woodfarm High School’s Teen Advisory Board, East Renfrewshire Libraries launched the first ever Teen Summer Reading Challenge, further to a survey of East Renfrewshire’s teenagers which informed decisions as to how the challenge would run. The challenge revolved around the theme “Zombie Zone” and saw over two hundred 12-17 year olds young people sign up to read four books over the summer holiday. This challenge ran alongside the annual summer reading challenge for younger children, “Mythical Maze” and an Adult Reading Challenge.

As a result, 75% of teenagers who completed the challenge stated that they had read more than they normally would during the school holidays.

### “ QUOTES FROM PUPILS ”

“I took part in the challenge when I was younger and wanted to try this one.”

“I can read books I don’t have at home.”

“Since I am volunteering to help with the Mythical Maze, it was a good way to set an example.”



### Readers’ Day

Two of Scotland’s finest writers entertained and enthralled the audience as part of East Renfrewshire Libraries Readers’ Day. Readers’ Day is just one of many reader development initiatives organised in libraries to encourage individuals to exchange their reading choices with others, discover new possibilities and experience something new. Anne Donovan and Louise Welsh chatted about their latest novels and shared a selection of the books that have inspired and delighted them over the years. Participants were given the opportunity to share their own “Desert Island Book” with others and left the event with an inspired new reading list.

### “ QUOTES FROM PARTICIPANTS ”

“I enjoyed the opportunity to meet with authors I enjoy. I liked the idea of hearing what books the authors enjoy themselves.”

“I loved hearing the authors speaking about their inspiration and getting an insight into their lifestyles.”

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Local Outcome: East Renfrewshire Council’s Single Outcome Agreement





### Edinburgh International Book Festival Outreach Programme

Following the success of last year's Edinburgh International Book Festival's Outreach Programme, East Renfrewshire Libraries welcomed two leading authors to speak and read to pupils. The aim was to give pupils who may not be able to attend any of the festival events in Edinburgh the opportunity to meet an author. Steve Camden and Belie Docherty visited and enthralled over 600 pupils from all our secondary schools and raised the profile of reading and writing for pleasure.



#### “ QUOTES FROM STAFF ”

“Steve Camden is the type of author young people should meet. He is inspiring, full of ideas and easy to approach.”

“It was great to have a visit from an author.”

“Being held in our area we were able to bring many more pupils than we could have taken to Edinburgh.”

“It was great to see the pupils so engaged in the session.”

#### “ QUOTES FROM A PUPIL ”

“I thoroughly enjoyed the visit to the Book Festival. Steve Camden was enthusiastic, entertaining but most importantly inspiring. He taught us a great deal about what he does and was happy to answer any questions. I really enjoyed listening to him reading from his new book and overall it was a fantastic opportunity that I was glad to take part in.”

Children are confident, effective learners and achieve their full potential.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Bookbug's Family Play Day

Bookbug's Family Play Day was introduced as a direct result of feedback from parents attending Bookbug's Big Sports Day held in partnership with the Sports Development Team. Parents had indicated that although there were events for a variety of age groups during the summer there were few events that all children in a family could attend.

Older brothers and sisters were specifically mentioned in all publicity for Bookbug's Family Play Day. The session included songs, rhymes and story telling with the needs of a varied age group taken into consideration in the planning of games and choice of sports equipment. Fourteen adults and thirty children attended the session.



#### “ QUOTES FROM FAMILIES ”

“Bookbug is invaluable for parents and children. Totally increases confidence in the children.”

“Had a brilliant afternoon. Wish we could have it more often.”

“Great afternoon! Wish there were more.”

“Good skills for children to learn with sports activities.”



### Photomathon

An interactive photographic competition, Photomathon, took place in Eastwood Park Gallery, in collaboration with the Events Team. Participants ranged from young children, entire family groups, enthusiastic amateur photographers and semi-professionals. Participants were given their initial subject headings on arrival at the gallery and then given a new subject every hour on the hour by text, email or in person. Participants then had to shoot their interpretation of the subject headings. The images produced were judged by a prestigious panel of professional photographers who took into consideration originality, humour, technique and category before selecting the top three winners from each. Winners were announced at an awards ceremony at Eastwood Park Theatre with all the entries being exhibited in the gallery for a further two weeks to allow friends and families to view the wonderful photos. Positive feedback was received from participants and attendees. Many participants had taken part previously and there was an increase in visitors to the Gallery as friends and families viewed the entries on display.

### Sports Development

Sports Development attendances rose to 131,025 in 2013-14, an rise of 1% compared to 129,749 in 2012-13. Due to growth and improved capacity, increased attendances of term-time sports development programmes and pathways for 5-12 year old children rose by 4% to 28,808 whilst strong links to local sports clubs were maintained.

Sport-based holiday programmes saw a 2% increase in the number of attendances to a total of 15,125. Attendances at the Community Sports programmes increased by 6% from 10,700 in 2012-13 to 11,335 in 2013-14.

### Neilston Multi Sports Programme

Sports Development established the Multi-Sports Programme in Neilston which has gone from strength to strength. Attendances have increased by 15% across the whole programme including the addition of a holiday programme that was attended by 196 participants over the summer. This programme gave pre-school and primary school children the opportunity to participate in multi-sports sessions as well as attending sport specific opportunities in basketball and badminton.

#### “QUOTE FROM A PARENT”

“Thank you for the email about the sports programme. Just want to pass on how invaluable these groups are. My daughter has been at the multi-sports club for a couple of years and she loves it. The staff are excellent!”

- an increase in the percentage of participants in the school holiday programme who are in receipt of a free school meal and sporting activities among under-represented groups

### Holiday Activity Programmes

East Renfrewshire Council's school programme continued to provide those children entitled to a free school meal (FME) with a positive, nurturing environment during the holiday periods. Uptake on all day holiday programme activities from those families in receipt of a free school meal (FME) remained at over 43%.

Active Schools assisted in the delivery and coordination of the Education Department's flagship holiday programme at Barrhead High School. Primarily aimed at vulnerable children and families and those in receipt of a free school meal, the programme involved primary aged children in an all day camp where they participated in arts, crafts, sport, play and games and ate a healthy lunch together. A number of those children in receipt of a free school meal also have additional support needs and so the programme has grown year-on-year into an activity camp that engages with vulnerable children and families and works with key partners including Young Person's Services, Social Work, Active Schools, Sports Development, Psychological Service, Outreach Support Services, Health Services and schools.

## Residents are active and optimise their health and wellbeing.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

### What are we going to do now?

- Deliver the Global Learning Programme, training members of staff in schools as East Renfrewshire's Global Ambassadors.
- Continue to build on the successes of the Instrumental Music Service's ensembles, bands and orchestras and provide them with a wide variety of performance opportunities.
- Expand the provision of the Technology Sessions to all libraries to meet the needs of customers in a technologically evolving environment.
- Increase the numbers of Reading Groups and develop Book Cafés in our libraries.
- Continue the Teen Summer Reading Challenge following consultation with young people.
- Ensure Bookbug's Family Play Day is run as an annual event.
- Develop the range of activities, events, resources and learning opportunities on offer at Giffnock Library.
- Continue to programme holiday classes of high quality with experienced and motivational staff.
- Expand Barrhead High holiday programme provision to include adult learning activities and classes.
- Continue to work collaboratively with colleagues in other departments to provide community-based events and encourage increased participation in the arts with an emphasis on equality and inclusion.
- Continue to support local Community Sport Hubs and local sports clubs to increase community sports capacity.
- Continue to work with partners to support young people with additional support needs to participate in sporting activities.
- Continue to deliver the Coaching, Officiating and Volunteering Awards on an annual basis.
- Increase the number of participants, including those with FSM, accessing sport-based holiday programmes.
- Continue to increase opportunities for secondary school pupils to participate in inter-school sports competitions and events enhancing these by utilising local clubs.
- Ensure the East Renfrewshire Secondary Games is established as an annual event.
- In partnership with Renfrewshire, Inverclyde and Glasgow, ensure the West of Scotland Games is established as an annual event.

East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement



## Respected

Having the opportunity, along with carers, to be heard and involved in decisions which affect them.

- **an improvement in the percentage of children and young people reporting they are treated fairly and with respect**

### Questionnaire Data

According to pupil questionnaires issued by 17 educational establishments in 2012-13 and 2013-14, 93% of young people in East Renfrewshire agreed that they are treated fairly and with respect by staff and other pupils, an increase of 7% on last year's statistics.

### UNICEF Rights Respecting School Awards

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with twenty schools involved across the authority. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights respecting school not only teaches children and young people about their rights, but also models rights and respect in all its relationships; between teachers, adults and pupils, between adults and between pupils. In 2013-14, St Cadoc's and Uplawmoor Primary Schools gained

Recognition of Commitment for their efforts to date, while Barrhead High School and St Thomas' Primary School gained Level 1 Awards. Eaglesham Primary School successfully achieved Level 2 – the highest Award available from UNICEF, demonstrating an exceptional commitment to children's rights.



"A fantastic overhead picture, in which the whole school community were positioned to form the word RESPECT, was planned by the Steering Group. This involved the fire brigade who kindly provided their hydraulic platform and was a great example of interdisciplinary learning as pupils had to employ a range of skills, including ensuring meticulous measurements were adhered to. This is displayed in the school and also on the home page of Glow, Scotland's school's national intranet site."

**UNICEF Rights Respecting Schools Award Assessment Report:**  
**Barrhead High School April 2014**

- **Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour**

### Anti-bullying

Incidences of bullying behaviour across educational establishments in the authority remained low. While there has been a slight increase in reported incidents in secondary schools from 4:1000 to 7:1000, the number of incidents per thousand children in primary schools has dropped significantly from 11:1000 to 3:1000.

The number of reported incidents of racist behaviour remains low across all schools. Updated advice was issued to all staff in schools regarding dealing with racist incidents in line with guidance from the Equalities and Human Rights Commission

"The school had updated its anti-bullying policy. The annual event for S1 and their S6 "buddies" supplemented the regular ways in which children and young people were reminded of the supports available."

**Support and Protection Review:**  
**St Luke's High School November 2013**

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included. *Getting it Right for Every Child*

- a consistently high satisfaction level of residents engaging with our services

### Questionnaire Data

According to questionnaires issued by 29 educational establishments in 2012-13 and 2013-14, 97% of parents and carers in East Renfrewshire agreed that, overall they were happy with their child's school, an increase of 1% on last year's statistics.

### Complaints Data

The Education Department monitored very closely the number of complaints and the time taken to respond. Performance was within the target timescales set by the Scottish Public Service Ombudsman (SPSO).



Through the 19th Citizens' Panel Report, published in January 2014 we can see that the residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the Education Department:

Priority	2008	2009	2010	2011	2012	2013	2014
Primary education	98%	99%	100%	96%	100%	100%	98%
Secondary education	98%	96%	97%	94%	97%	96%	96%
Nursery education	94%	95%	97%	96%	96%	100%	93%
Education for children with additional support needs	-	-	-	-	-	76%	91%
Libraries	94%	94%	97%	95%	98%	98%	90%
Theatres/Arts	-	-	87%	84%	96%	92%	96%
Sport and leisure facilities	78%	80%	86%	84%	86%	79%	85%
Adult education/training	87%	87%	85%	77%	95%	88%	88%

Further analysis within the 19th Citizens' Panel showed that East Renfrewshire's good reputation, good educational opportunities and safe/clean environment were the most common reasons for choosing to live in the area. Analysis in the report shows that nearly all services were rated positively by the majority of respondents. In particular, respondents were most positive about education services, libraries and theatre/arts. In addition to being the top rated Council service, education was also identified as a particularly significant reason for respondents choosing to live in East Renfrewshire.

Comparator survey results are available for a number of Council services and suggest that residents' views on these services in East Renfrewshire are generally more positive than views reported across other local authority areas. These differences are most notable in relation to education services; indeed ratings of nursery, primary and secondary education in East Renfrewshire are up to 15% higher than those reported across other local authority areas.

Our residents are well informed, enabling them to access accountable and responsive services.

Customer Outcome: East Renfrewshire Council's Single Outcome Agreement

- **an increase in the percentage of pupils, staff and parents reporting they are actively involved in setting school priorities**

### Questionnaire Data

According to questionnaires issued by 29 educational establishments in 2012-13 and 2013-14, 82% of pupils, staff, parents and carers agreed that they were actively involved in setting school priorities, down from 84% the previous year.

As a result of the analysis and benchmarking, parental involvement strategy and support schools are given to improve joint working, it is anticipated that the percentage of pupils, parents, carers and staff reporting that they are actively involved in setting school priorities will increase over the next two years.

### Stakeholder Involvement

As well as providing information to children, young people, parents, carers and others, the Education Department involved pupils, staff, parents and carers in the decision making process. Regular opportunities were planned for all stakeholders to express their views. These included focus groups, surveys, pupil councils, pupil committees and interviews. The feedback led to a number of improvements including an increase in participation in the Playzone Leaders' programme and out of school hours sports activities.

"Across the cluster schools children and young people could articulate confidently their involvement in the life of the school and spoke very positively about their learning experiences, recognition of achievement and opportunities for sharing their views through e.g. surveys, questionnaires, pupil dialogue. In all schools pupils were given roles and responsibilities to help improve the school and develop leadership skills, e.g. sports leaders, playzone buddies, peer tutors. Pupil voice was strong through e.g. Pupil Councils, House and Form Captains, who gathered children and young people's views and communicated very well with their peers. There was evidence of opportunities for children and young people to evaluate and influence improvements in their learning experiences."

"All schools used a wide range of ways to engage parents proactively, e.g. workshops, information events, questionnaires."

**Effective Transitions Review:  
Williamwood High School February 2014**

### What are we going to do now?

- Encourage all schools and centres to work towards Rights Respecting School Award accreditation.
- Update our anti-bullying policy and offer refresher training to all establishments.
- Continue to provide analysis and benchmarking information on the questionnaire results and support schools to make use of this data as part of their improvement planning cycle.
- Continue to support clusters and individual schools and services to improve joint working with pupils, staff and parents.
- Analyse and learn from complaints and amend practice to ensure improved experience for service users and learners.

Every young person is entitled to support in moving into a positive and sustained destination.





## Responsible

Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.

- an increase in the number of participants in weekly youth diversionary mobile sports hubs in Neilston, Barrhead and Newton Mearns

### Street Sport

The Sports Development Street Sport and Night League programmes, led and delivered by the Football Development Team, saw 4,226 young people attend during 2013-14. The Street Sport programme had weekly attendances of 150 young people at Auchenback Resource Centre and Kingston Playing Fields supported by Community Safety partners.

### Night League

The Football Development Team delivered the Night League programme at Cowan Park with a weekly attendance of seventy young players. Fourteen of those players from St Luke's High and Barrhead High Schools represented East Renfrewshire at the Regional Finals at Airdrie's Excelsior Stadium in May.

- an increase in the number of pupils participating in sports leadership programmes

### Sports Leadership and Coaching

Over 300 senior pupils from across East Renfrewshire participated in a range of sports leadership opportunities. These included Sports Leaders UK courses, ASDAN awards and a Higher qualification in Sports Development. Students participated in sports training led by a number of experts in the world of sports coaching, working in partnership with PE staff in school. Some pupils were trained in athletics, rugby and cricket, giving them the skills and ideas to use coaching within our local schools and the community in the future.

### Young Ambassadors Programme

The London 2012 legacy programme has thrived in East Renfrewshire through the introduction of the Young Ambassador programme developed and supported by Active Schools. The role of a Young Ambassador involves increasing participation, promoting active and healthy lifestyles and spreading the work of the Olympic and Paralympic values. Young Ambassadors have a pivotal role within their school and wider community as advocates, role models and leaders of other young people. Although the programme was originally conceived in response to hosting the London 2012 Olympics, it was continued with a focus on the Glasgow 2014 Commonwealth Games. It is now embedded and established within all secondary schools in East Renfrewshire.

Young Ambassadors from each secondary school were selected on their sporting talent, and their exceptional commitment and ability as young leaders or volunteers. Their role included motivating and inspiring other young people from primary and secondary schools to get involved in sport as well as generating enthusiasm for the Glasgow 2014 games. By raising awareness of opportunities to participate in sport in schools, clubs and community sport hubs and promoting an active lifestyle, Young Ambassadors have a key role within school sport.

- an increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society, and Scotland's place in it

### Eco-Schools

A total of thirty-one schools and pre-five establishments have now been successful in attaining or maintaining their Green Flag, the international standard of excellence in the Eco-Schools programme, by the national body Keep Scotland Beautiful. This prestigious award recognises the work being done to raise awareness of eco issues and to ensure that they are being addressed within all educational establishments. Several schools have developed eco gardens within the school grounds and most have very active eco committees. Two schools have been identified as national exemplars of excellent practice by Keep Scotland Beautiful.



All children and young people are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning.

### Diversity Day

The Active Schools and Sports Development partnership supported the planning and delivery of East Renfrewshire Diversity Day. Over 125 P6 pupils from Giffnock, Robslee, Braidbar and Thornliebank Primary Schools attended the event. Pupils visited an Exhibition of Faiths and Cultures, participated in a diversity themed art competition and developed their team-building skills through a variety of sporting activities whilst learning about respect. An award ceremony was held and attended by Her Majesty's Deputy Lord-Lieutenant for Renfrewshire, Archibald Hunter and East Renfrewshire councillors. Parents and carers of the participating children also attended the event alongside adult and youth leaders, who played a vital part in helping to make the day a great success.

### Community Unity

A very successful twinning project involving three schools, St Cadoc's Primary School, Crookfur Primary School and Isobel Mair School resulted in the "Community Unity" project. The project allowed pupils to work together on specific projects, enriching their experiences and giving them an opportunity to meet, develop friendships and an understanding of each other. The events in which pupils participated included drama productions, storytelling festivals, sports events, joint multi-faith services and assemblies. Pupils also took part in a variety of workshops and design challenges which provided opportunities for the development of enterprise and employability skills such as influencing and negotiating with

others, taking the initiative and leading others, collaboration and problem solving, in addition to the building of positive relationships within the community.



### Water Works

The Water Works project in Barrhead, supported by the Big Lottery Fund, transformed an abandoned sewage works into a park and gardens for community use. The project revitalised the area by playing on its industrial heritage and imaginatively using old structures to improve the quality of the environment. The project brought the whole community together as over 200 people worked to clear the site of rubbish and rubble that filled over 6,000 bin bags. Pupils and staff from Barrhead High School were heavily involved in the project and in the launch event alongside other community groups.

The Barrhead Water Works project was named Grow Wild's top community growing project following votes cast by more than 20,000 people.

### QUOTE FROM THE SCOTLAND PARTNERSHIP MANAGER, GROW WILD

"I have been astounded at the contributions from the pupils of Barrhead High School, from clearing the site in very difficult conditions through to planting in continual heavy rain and most recently the art department's artist's spray painting the sleepers in heatwave conditions. The commitment and hard work of your students has been unwavering."

### Radio Garden City

St Luke's High School was successful in gaining an award from Education Scotland's Food for Thought Programme to set up and develop their Radio Garden City. The garden of a former janitor's house was transformed to create an outdoor covered learning area, growing areas in raised beds and a polytunnel. The project combines grow, cook and eat activities with broadcast media as the work will be discussed through broadcast and digital media following the re-location of Pulse 98.4 Community Radio, promoting health and wellbeing activities and outdoor interdisciplinary learning. The garden will be a 365 day-year enterprise project.



Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Getting it Right for Every Child





## Ghana

Seventeen pupils and three teachers from St Ninian's High School made the long journey to Ghana to help build a school in Kaleo. While in Ghana, pupils celebrated open air Holy Mass with the local community, worked on the building site and played and interacted with the young people there. They fulfilled their building objective of renovating the building that they were staying in as well as clearing ground for a new classroom block to be built. The pupils took great satisfaction in doing this and felt that they were really making a difference.



- a culture of self-evaluation and continuous improvement in all schools and services

## Self-evaluation

Self-evaluation was embedded across all schools. Rigorous and regular activities such as focus groups, questionnaires and learning visits took place, ensuring that schools were continuously measuring progress and improving. Quality Frameworks were used to benchmark performance and identify priorities and next steps. Children, young people, staff and parents contributed very effectively to the process.

### “ QUOTES FROM THE CUSTOMER SERVICE EXCELLENCE REPORT ”

“You have used customer insight to inform policy and strategy and to prioritise service improvement activity. There are numerous examples of this within the Department.”

“Customer facing staff’s insight and experience is incorporated into internal processes, policy development and service planning through a variety of channels.”

### Customer Service Excellence

East Renfrewshire Council’s Education Department received an outstanding award for Customer Service Excellence. During the inspection process the assessor identified five areas of the service that were “compliance plus”, exceptional exemplars for others in the council or even in the wider public arena. The Education Department was found to be sector leading in putting customers and their views at the centre of all that they do, using customer insight to inform policy

and service planning, using a variety of methods of communication to share information, making arrangements with other providers and partners to meet the needs of customers and proactively involving stakeholders in implementation of policy. The assessor also identified a further thirteen areas of good practice including empowering staff, implementation of revised complaints procedure, problem solving and continuous improvement, strong customer focus, pastoral and professional support to colleagues and taking account of equality and diversity.

### “ QUOTES FROM THE CUSTOMER SERVICE EXCELLENCE REPORT ”

“There was a strong customer focus throughout the Department and staff from all areas interviewed were clear that their key role was to improve education and learning for citizens of East Renfrewshire.”

“You have very high levels of customer satisfaction that is evidenced in both your Education Department surveys and through the Citizens’ Panel results.”



Parents are key partners in supporting their children’s learning.

Curriculum for Excellence: Building the Curriculum 5



"The school has highly-developed, integrated and inclusive processes for self-evaluation which are leading to demonstrable improvements. These processes are impacting very positively on learners' experiences, achievements, wellbeing and future destinations."

Education Scotland Report:  
Isobel Mair School August 2013

### Psychological Service

Psychological Service further improved its model of service delivery to schools to reflect a cluster approach. This resulted in improved relationships with schools, parents and pupils, continuity and progressions of support to children and families, contributions to cluster improvement plans and consistency of school practices and approaches.

### “ QUOTES FROM HEAD TEACHERS ”

"Excellent change for continuity and progression."

"Parents and young people appreciate the continuity offered by this improvement. For the schools it means much more effective communication about children and young people, particularly at points of transition."

- **an improvement in the percentage of learners reporting they have opportunities to take part in school committees/groups**

### Questionnaire Data

In statistics from questionnaires issued by 17 educational establishments in 2012-13 and 2013-14, 93% of pupils agreed that they have opportunities to take part in school committees and groups, an increase of 4% on statistics gathered the previous year.

### Pupil Councils

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

"Across services in East Renfrewshire, staff have a positive attitude to ensuring that the voices of children and young people are respected and heard. They are well informed and have developed a good understanding about their rights and responsibilities through a number of initiatives, including the Rights Respecting School Award initiative."

Care Inspectorate Joint Inspection Report  
September 2014

- **resources lead to improvements for learners and service users**

### Financial Resources

The Education Department's budget for 2013-14 was again brought in on target. Savings were achieved in areas such as non-domestic rates and energy costs which also offset spending pressures such as increasing costs for external placements for pupils with additional support needs. The department continued to take early action in preparing for future budget reductions which also contributed to savings made during 2013-14. Efficiency savings continued to be sought across the department and for 2013-14 the department reported efficiency savings in excess of £2m, 4% above target. The previously implemented primary school amalgamations and reverting to the legislative maximum class size of 25 in primary one made a significant contribution to this figure.

### School Estate

Throughout the year work on the project to design and build a replacement Barrhead High School continued. The project will be delivered in collaboration with West Dunbarton Council through the West Hub under the auspices of Scottish Futures Trust. The new school will provide an inspirational learning and teaching environment as well as a new all weather sports pitch with running track providing valuable and first class PE facilities for both school and community use. The new school will also incorporate provision for much needed vocational teaching for young people throughout the authority.

Our young people are safe and cared for.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement





The design team, Building Design Partnership (BDP) and the contractor BAM were appointed to work with officers of the council to work in consultation with stakeholders, including pupils, parents, staff and the wider community to realise their aspirations for the new school.

The Education Department continued to invest to provide schools which are fit for purpose and able to address 21st Century teaching:

- A new four classroom extension at St Mark's Primary School was completed in April 2014, providing a fantastic new facility to further enhance the learning and teaching provision for the increasing roll in the school. As part of the works the contractor worked in collaboration with the pupils to provide enhanced outdoor teaching spaces in the school grounds.
- Major refurbishment of Glen Family Centre was undertaken to create nursery provision for children aged 2-5 years. This includes a parents' room and kitchen to be used for parenting classes. The newly refurbished Family Centre opened to pupils in August 2014.
- Works to create a link corridor to join the two buildings which were formerly Robslee Primary School with Our Lady of the Missions Primary School was started in May 2014. The link corridor will be fully enclosed and accessible allowing the pupils and staff to move easily between the two buildings. These works have a completion date of December 2014.

- An upgrade to the PE corridor and refurbishment of a drama room at St Ninian's High School was completed. This work has made a huge difference to the standard of facilities in these areas.
- New toilet provision in St Cadoc's and Thornliebank Primary Schools was completed in April 2014. This has improved facilities and provided toilets that are bright and modern for pupils.
- The provision of new all weather 3G sports pitches was delivered at both St Luke's and St Ninian's High Schools. Both facilities will provide year-round availability of sports pitches for both schools as part of the PE curriculum and for the wider community.
- CCTV was installed in St Joseph's and Kirkhill Primary Schools to enhance the security of the buildings and associated areas.

#### • a skilled and confident workforce

#### Questionnaire Data

In questionnaires issued by 29 establishments in 2012-13 and 2013-14, 91% of teachers agreed that they had good opportunities to take part in continuing professional development and 79% of non-teaching staff stated that they had good opportunities for training, an increase of 3% on previous statistics in both instances.

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities. In responses to questionnaires, 95% of parents felt that schools were well led,

an increase of 2%. Similar to previous statistics, 88% of staff indicated that leadership at all levels was effective.

#### Career Long Professional Learning (CLPL)

Between August 2013 and June 2014, 242 centrally based courses were offered with 2677 staff attending, an increase on last year's statistics. Courses covered a range of topics from leadership and management to classroom practice with 93% of attendees evaluating their courses as good, very good or excellent, an improvement of 6% on data from 2012-13.

#### Professional Update

Professional Update is a scheme of re-accreditation for teachers, which ensures the highest standards are maintained in Scottish schools. Professional Update aims to:

- maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and enhance the impact that they have on pupils' learning.
- support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Professional Update has been embedded in all schools and centres, with staff responsible for updating their own professional record within a three-year cycle.

Our employees are skilled, and supported to achieve our outcomes.

People Outcome: East Renfrewshire Council's Single Outcome Agreement

### Newly Qualified Teacher (NQT) Programme

A total of 81 NQTs successfully completed their one year induction placement in June 2014. Over session 2013-14 they undertook a now well-established comprehensive training programme designed to offer them support and training at this early stage in their careers.

### Leadership Development Programme

The Leadership Development Programme was designed to prepare school middle managers to develop personally and professionally. It included opportunities for reflection, discussion, mentoring and coaching. A cohort of twelve members of staff participated in this programme in session 2013-14.

### Flexible Routes to Headship

This comprehensive leadership training programme was again provided by the authority to promoted teachers aspiring to achieve the Standard for Headship. This was the sixth cohort of candidates to embark on the programme. Two candidates successfully completed the programme and were awarded the Standard of Headship in 2014. Another four candidates from Cohort 7 should achieve the qualification in 2015.

### Glow

Glow is the world's first national intranet for education, aiming to transform the way education is delivered in Scotland. It will enhance the implementation of Curriculum for Excellence and build capacity to ensure a first-class education for Scotland. Glow accounts have been created for

every member of staff and every pupil from P1 to S6.

East Renfrewshire was selected to be first of all 32 local authorities to undergo the Glow portal migration to a new environment given that the usage statistics across all educational establishments in East Renfrewshire were the highest in Scotland, with some Glow Groups recording a remarkable number of "hits" on a regular basis.

Dedicated ICT Coordinators in each of our schools rebuilt each of their schools' Glow Groups in the new Glow portal. Central staff in East Renfrewshire worked with staff in Education Scotland on piloting the master template to improve navigation. A final version of the template was deployed to all of our sites and subsites in March 2014. A series of "Glow Mentor" sessions was made available to all educational establishments, offering training which equipped



selected staff to take Glow forward in their own schools as the "resident expert".

Several of our schools featured prominently on the national Glow Light screen, celebrating their successes. These included images of Busby Primary School, the first in East Renfrewshire to achieve the Game On Legacy Plaque, being presented with their award by Clyde, the Commonwealth Mascot; a picture of Christmas Robins by P3 of Springhill and Auchenback Primary School; winners of the St Luke's High School National Poetry Day Competition; new S1 pupils ready to begin their year at St Luke's High School; Woodfarm High School pupils "Dressing for Excellence"; St Luke's High School's visit from SCIAF and Barrhead High School's photograph in which the whole school community were positioned to form the word "RESPECT".



Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.







### Creative Learning Network

Creative Learning Networks (CLNs) were developed by local authorities across Scotland to raise awareness of the arts by bringing together practitioners and creative partners to ensure that young people get the best creative learning experiences and opportunities possible.

The Arts Service ran a professional learning session for the East Renfrewshire CLN to demonstrate the art of stage make-up. Eight participants, predominantly drama teachers from the local secondary schools, were taught how to apply this specialist make-up to create various theatrical effects. The event was very well received, with the participants reporting to have learned new skills which could be applied in future teaching sessions.

### “ QUOTES FROM PARTICIPANTS ”

“Very interesting and lots of fun.”

“The transformation is quite incredible. Will definitely be using what I’ve learned for the next school show!”

“Amazing what could be done with only a few tools.”

### What are we going to do now?

- Continue to support schools and services through the focus on Customer Service Excellence and Investors In People.
- Continue to support schools to embrace a culture of self-evaluation.
- Implement Public Library Quality Improvement Matrix recommendations.
- Offer the Leadership Development Programme for managers in schools.
- Work in partnership with Glasgow University to offer Masters Level learning opportunities for newly qualified teachers.
- Provide a programme of CLPL which meets the emerging developments in the curriculum and reviews and develops existing practice in self-evaluation to achieve excellence.
- Continue to support schools in the evolution of Glow following the migration of users, content and services.
- Continue to support all educational establishments to achieve accreditation for the Eco Schools Green Flag.
- Continue to embed global awareness and Scottish studies across all schools as integral to the curriculum.
- Continue to support the Young Ambassadors programme in all secondary schools.
- Increase the number of pupils achieving a sports leadership award and continue to ensure that P6, P7 and S1 pupils have had the opportunity to gain a Physical Education, Physical Activity and Sport Leadership experience.
- Extend and further embed our use of How Good is Our Culture and Sport.
- Continue to provide opportunities for all children to participate in school groups and committees.
- Continue to progress with the new build replacement for Barrhead High School in collaboration with West Hub and Scottish Futures Trust.
- Continue to strive towards the improvement of the quality of the school estate, working with Property and Technical Services on the future projects within the capital programme.
- Continue to closely monitor the budget and planned efficiency savings to ensure that significant variances are identified early to allow corrective action to be taken.
- Continue to support the identification of efficiency savings in all educational establishments.
- Continue to plan ahead for anticipated budget reductions in future years.
- In conjunction with partners, continue to progress projects for early intervention and preventative spend with the aim of reducing future demand pressures.
- Efficiently utilise resources made available to support new initiatives.
- Continue to deliver opportunities with Community Safety Partners to increase the number of participants taking part in diversionary activities.
- Consult with user groups to shape our culture and sports services and holiday programmes, prioritising growth accordingly.
- Provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement.

Children are confident, effective learners and achieve their full potential.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

## Included

Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

- a further improvement in school leaver destinations

### School Leaver Destinations

School leaver destinations in East Renfrewshire remain very strong. The School Leaver Destination Report indicated that 95.8% of school leavers in 2012-13 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. This was more than four percentage points higher than the national average and a rise from 95.3% in 2012-13. East Renfrewshire compared very favourably to the national figure of 91.4% and 92.4% in comparator authorities.

East Renfrewshire had the highest proportion of young people entering higher education across all local authorities in Scotland in 2012-13. 62% of young people went onto higher education in 2013, down from 65% in 2012 but still well above the national average of 37% and 40% for comparator authorities. 18% continued their education in a college of further education (24% for comparator authorities and 28% nationally) and 15% moved onto employment and training (28% for comparator authorities and 25% nationally).

The percentage of those entering employment rose slightly to 13.2% from 12.2% the previous year. The percentage of leavers categorised as unemployed and seeking was 3.6%, a drop from 3.8% the previous year.

The percentage of young people who required additional support through an Activity Agreement subsequently entering a positive destination increased from 77% in 2012-13 to 93% in 2013-14. This was well above the national average of 68%.

### Recognition of Prior Learning

The My Skills, My Future toolkit was introduced through multi-agency training. The toolkit recognises the achievements of the young people, mapping them against the SCQF. Around thirty people were trained in the use of the toolkit which targets young people who are most vulnerable in relation to entering a negative destination.

"Further changes were made to the curriculum to enhance provision for all pupils including those who would benefit from More Choices and More Chances. The Physical Education department provided a number of alternative courses such as Higher Sports Coaching and SCQF Level 7 Refereeing. Higher Grade Personal Development was offered for the first time along with Travel and Tourism in the Social Subjects Faculty. Spanish is now offered to senior pupils."

**HMIE Follow Through Report:  
Woodfarm High School September 2013**

- an increase in activities which support the need for prevention and early intervention, improve outcomes and reduce inequalities

### Questionnaire Data

Statistics from the 2013-14 questionnaires showed that 96% of teachers agreed that all pupils participate in activities which meet their learning needs. Pupil questionnaires issued to 17 establishments in 2012-13 and 2013-14 showed that 96% of pupils agreed that they were supported and challenged in their learning and 94% agreed that help and support was available when required. 89% of pupils stated that staff spoke to them regularly about how to improve their learning. All statistics showed an increase on those gathered in session 2012-13.

### Determined to Succeed in Sport (DTSS) Programme

Active Schools developed a programme of sport and physical activity clubs which supported vulnerable children and families in targeted schools across East Renfrewshire. Schools within catchment areas of high SIMD indicators were provided with free sports coaching sessions throughout 2013-14. Two clubs were provided every week in primary schools and one club per week in secondary schools. DTSS activities have expanded the out of hours sport and physical activity opportunities throughout the year for targeted children and families.

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. Local Outcome: East Renfrewshire Council's Single Outcome Agreement





### Young Volunteers – Library Summer Reading Challenge

Following last year's pilot volunteer programme in Giffnock Library, thirty-four young people aged from 11 to 17 were recruited to volunteer in Clarkston, Giffnock, Mearns, Neilston and Thornliebank libraries. The volunteers worked a total of 718 hours during the summer holidays, encouraging the younger children to complete their summer reading challenge by providing individual attention and support. On completion of the challenge the volunteers presented medals and certificates to those who succeeded.

A celebration of their commitment and contribution to the library service and quality of children's visits to the library during the summer holidays was celebrated in Giffnock library where all the volunteers were presented with certificates from the Reading Agency by award winning author Cathy MacPhail.

### “ QUOTES FROM LIBRARY STAFF ”

“Having teenagers present in the children's area this summer has been a wonderful addition to our library team. The teenagers' and younger children's experiences of being in a library have been enriched this summer.”

“Our volunteers were excellent at promoting literature and the summer reading.”

### “ QUOTES FROM YOUNG VOLUNTEERS ”

“I was really excited about working at the library. I had a great time and liked talking to the children.”

“I was a bit nervous before I started but I am now more confident talking to younger children and some of the parents too.”



### Bookbug Primary 1 Family Pack Gifting

In September 2013, P1 teachers from thirteen East Renfrewshire primary schools attended training provided by Scottish Book Trust. This enabled teachers to plan events around the gifting of the Bookbug Primary 1 Family Packs, use the books in their classroom and get involved in voting for the Scottish Children's Book Awards.

The Primary 1 Bookbug Family Packs were gifted to every P1 pupil during Book Week Scotland. The packs, provided by Scottish Book Trust, contained three books shortlisted for the Scottish Children's Book Awards, supporting materials to encourage book sharing in the home, and a voting slip for the awards.



During Book Week Scotland, library staff delivered twenty-nine Bookbug Family Pack Gifting sessions to which parents were invited. These sessions were designed to add maximum value to the packs and promote to parents the importance of sharing books in the home. Fourteen sessions were held in libraries and thirteen in schools, reaching a total of 1170 pupils.

### “ QUOTES FROM TEACHERS ”

“Really enjoyable visit. The story was very interactive all children were engaged and are excited to begin reading the books at home.”

“Wonderful session. All children were fully engaged and participated enthusiastically.”

### “ QUOTES FROM PARENTS ”

“They were all actively encouraged to look at the books, answer questions and listen carefully to the stories being read.”

“I was very impressed with the books they got to keep, my child loves them.”

Our children are safe and cared for.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Safety in the Park

A total of 1147 P7 pupils from across East Renfrewshire attended the annual "Safety in the Park" event which promotes safe behaviour in a variety of situations using brief interactive scenarios delivered by a multi-agency staff team including police, licensing standards, health improvement team and library staff. The scenario delivered by library staff focused on staying safe when using social networking sites. Pupils used tablet devices loaded with mock social networking pages and guided to identify examples of safe and unsafe behaviour.

#### “ QUOTES FROM TEACHERS ”

"Excellent, very relevant to young people – encouraging them to be safe online."

"Children engaged due to technology. Practical and relevant."

"Hugely relevant for age and stage."

"Linked well to our ICT work in class."

"Good because showed examples of how and how not to use social media."

"Builds on class learning."

### Talent Identification Day

East Renfrewshire Active Schools and Swimming Development teams in partnership with Scottish Disability Sport (SDS) organised the annual Talent Identification Day. This offered an opportunity for young people across East Renfrewshire with a physical disability or visual impairment to participate in a number of sports delivered by top coaches from around Scotland. The event, for pupils aged 9-25 years, was held at the new Eastwood High Sports Centre. The children and young people involved got to take part in judo, basketball and swimming. Coaches from SDS were on hand to identify anyone that could potentially compete at a local and national level.

#### • an improvement in the attendance rates of looked after children

A focus on improving attendance and improving engagement and achievement resulted in the attendance rate of looked after children increasing from 88.2% in 2012-13 to 89% in 2013-14.

#### • practices and experiences which ensure that children, young people and adults' needs are identified and addressed

### Questionnaire Data

Statistics from questionnaires issued by 29 educational establishments in 2012-13 and 2013-14 stated that 97% of parents and carers agreed that their child's learning was progressing well, similar to previous data. 92% of parents and carers stated that their child is encouraged and stretched to work to the best of their ability, an increase of 1%.

"Extended transition arrangements were very good and provided support for children and young people with additional support needs. Pupils who required additional support were identified in Primary 7 as part of the transition process. Secondary staff participated in case management reviews in the primary sector in order to plan for these young people's needs and ensure they were well supported. Identified young people were invited to participate in activities in the high school through the Ambassadors, ASD and Dyslexia Groups."

Effective Transitions Review:  
Williamwood High School February 2014

Our children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



### Psychological Service

Psychological Service continued to value and build strong partnerships with parents through casework and parent workshops. The service continued to deliver highly effective parent workshops, available to all parents within East Renfrewshire. Almost all parents found the workshops very helpful, reporting improvements in parenting skills and relationships at home. In response to parental evaluation, a series of workshops for parents of children and young people who have an Autism Spectrum Disorder were successfully delivered in partnership with Carlibar Communication Centre.

#### “ QUOTES FROM PARENTS ”

“I think group discussions and interaction are very important. Parents learn more from each other. The course supported my views of my son’s diagnosis and helped me to understand him better.”

“At the beginning of our ASD journey, I thought this was a very useful and informative course.”

“Great course. Would love more time with the leaders to pick their brains! Feel I could spend a year on a course like this.”

“It was very useful to learn all the psychological theories around autism – these were fascinating.”

Psychological Service continued to deliver a highly valued therapeutic intervention service to vulnerable children, young people and parents. Priority was given to children and young people who are looked after at home or away from home and those who have significant emotional needs in the school or at home. Following intervention, all children and young people reported improvements in their emotional wellbeing, including reduced levels of anxiety, improved mood and increased attendance at school.

#### “ QUOTES FROM CHILDREN AND YOUNG PEOPLE ”

“I’m getting on better with people. I have some friends now.”

“I feel much better it doesn’t seem as big an issue as it was before. Before I was saying I couldn’t do it now I am saying I can do it. I feel much better.”

“I am more confident to discuss my feelings and ask for advice. I have a much better relationship with my dad.”

#### “ QUOTES FROM SCHOOL STAFF ”

“He just seems much brighter since the therapeutic play started. Much happier in school. We have a long way to go but the outbursts are less frequent and he can calm down more quickly. He now shows remorse and can apologise when he has done wrong.”

#### “ QUOTE FROM A PARENT ”

“I cannot tell you how much of a support you have been to the family.”

Casework continued to be a significant feature of the work carried out by Psychological Service and was highly valued by school staff, parents, children and young people. Almost all parents reported that the involvement of the psychologist led to improved experiences and outcomes for their children.

#### “ QUOTES FROM PARENTS ”

“I found the experience really positive and there has been such a profound change in our daughter since working with the psychologist. She has gone from not enjoying learning to being more aware of her strengths and growing in every area of the curriculum.”

“I can’t thank the psychologist enough for the transformation in my daughter’s life but also for genuinely caring about her welfare.”

“We have been very impressed by the enthusiasm and knowledge of the educational psychologist.”

“My daughter is using the strategies and advice given to her by the psychologist and her anxiety and stress has improved, giving her more confidence.”

“The psychologist advocated on our behalf and ensured the best support for our son at nursery and at primary.”

“We felt very reassured by the professionalism of the psychologist. We cannot thank her enough for her care and attention shown to our little boy.”

Our children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included. *Getting it Right for Every Child*

## No Barriers

The Adult Learning and Criminal Justice Partnership have been working closely since 2010 to provide holistic support that enables offenders to access individual and group support to improve their literacy, numeracy and employability skills. Every client/learner received a 1:1 adult learning initial interview, supported by their Supervising Social Worker and developed an individual learning plan that identified personal barriers to learning in key life areas. Every female learner was given the opportunity to take part in group work that focused on self-confidence and resilience.

### “ QUOTES FROM A NO BARRIERS LEARNER ”

“Before my social worker suggested adult learning I was stuck in the house most of the time not asking for help and feeling stuck. Adult learning has changed this for me; I am now out meeting other people and have my mind on other things like the volunteering role I will be starting soon.”

“The PSHE programme included specific inputs on understanding a range of needs that classmates may experience ranging from dyslexia to social, emotional and behavioural. Pupils interviewed demonstrated high levels of emotional maturity in discussing the challenge of inclusion. The PSHE programme also included lessons on diversity including an input on asylum seekers, disability and anti-racism.”

**Support and Protection Review:**  
St Luke's High School November 2013

- **maintain and where possible improve upon the already low exclusions rates in our schools, especially for looked after children**

## Exclusion Rates

The number of exclusions in primary and secondary schools was very low compared to similar authorities and the national average.

In 2013-14 there were only two exclusions in primary schools. As a result the exclusion rate remained very low at 0.2 incidents per 1000 pupils. The department is on track to achieve its 3-year average target (2013-2015) of two exclusions per 1000 pupils by the end of 2015.

In secondary schools the overall number of incidents resulting in temporary exclusions decreased from 5.8 incidents per 1000 pupils in 2012-13 to 3.3 incidents per 1000 pupils in 2013-14, the lowest recorded rate. The authority is on track to achieve the three-year average target (2013-2015) of 13 per 1000 pupils.

The overall rate of exclusions for looked after pupils has decreased significantly from 266 per 1000 pupils in 2009-10 to 29 in 2013-14. The rate in 2013-14 was similar to the rate in 2012-13 of 25 incidents per 1000 pupils. The authority is on track to achieve the 3-year average target (2014-2016) of 58 per 1000 pupils.

Nationally, in 2012-13 (the latest published data) there were 10 incidents per 1000 primary pupils and 58 per 1000 secondary pupils. The equivalent rates for comparator authorities were 8 and 46 incidents per 1000 pupils for primary and

secondary respectively. Nationally in 2012-13, the rate of exclusions for looked after pupils was 233 incidents per 1000 pupils.

## Outreach

The Outreach Support Service continued to provide children and young people who were experiencing social, emotional and behavioural needs with short term, targeted, intensive support within their mainstream setting. The service helped children and young people to further develop the skills they required to reach their full potential as they continued to access their mainstream school. Parents and carers were also supported by the team. The work of this service was a contributory factor to low exclusion rates in the authority.

- **partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination**

## Working in Partnership

Transition arrangements across cluster schools were very good. There were effective arrangements to support continuity and progression in pupils' learning which included reciprocal visits by staff, transfer of information, dialogue between staff and, where appropriate, Psychological Service. Across the authority a strong commitment was demonstrated by senior managers, school staff and Psychological Service to the transition process. This resulted in children

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.





and young people feeling confident and secure in transferring from pre-five to primary and from primary to secondary. School staff and educational psychologists participated in professional dialogue throughout the year to build relationships, gain knowledge about children, ensure continuity and progression in learning for all and develop a common understanding of children's attainment and achievement.

"Children and young people in the area benefit from a continuum of individualised support programmes which ensure that they receive effective help and support at times of difficulty and transition, particularly when leaving care, entering further education and/or employment."

**Care Inspectorate Joint Inspection Report  
September 2014**

"Staff consistently support and encourage children and young people to be very successful learners and high achievers. School exclusion levels are very low; attainment levels are consistently high; personal achievements are widely celebrated; and almost all school leavers end up in very positive destinations"

**Care Inspectorate Joint Inspection Report  
September 2014**

### Cluster Working

Cluster working continued to be a major strength across the authority with a strong focus on professional dialogue around learning, teaching, assessment and moderation. All clusters have strong transition and extended transition arrangements. All staff continued to participate in regular moderation meetings in schools or with cluster colleagues in a number of curricular areas at the point of transition. All teaching staff have had a strong focus on transition around literacy and English, numeracy and mathematics and all cluster plans addressed ways to improve curricular provision in science and modern languages.

"Across the cluster transition arrangements were very good. There were effective arrangements to support continuity and progression in pupils' learning which included reciprocal visits, transfer of information and dialogue between staff. The commitment demonstrated by senior managers and staff to the transition process resulted in children and young people feeling confident and secure in transferring from pre-five to primary and from primary to secondary."

**Effective Transitions Review:  
Williamwood High School February 2014**



All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement

### Psychological Service

Psychological Service continued to prioritise supporting children and young people who experience additional support needs at times of transition. Within one high school, an educational psychologist worked in partnership with the school's social justice manager, pupil support team and youth services to deliver a summer transition programme with vulnerable children and young people who were moving on from primary school to high school. Nearly all young people reported that their attendance at the summer transition programme resulted in improved self-esteem, problem solving, social skills and relationships with peers and staff.

"The Peer Educator programme was a major strength in the school. The programme was very well planned and included a selection process, pupil choice and mentoring. Peer Educators supported a range of younger pupils in different ways with specific pupils chosen for support for learning. The Peer Educators were able to identify and discuss the skills they were developing through their involvement in the programme. Younger pupils could bid for Peer Educator support."

**Support and Protection Review:**  
St Luke's High School November 2013

"There was clear evidence of assessment of children's needs being carried out and recorded appropriately by all agencies. Information was shared in order to identify a child's needs and plan appropriate support."

**Support and Protection Review:**  
Cross Arthurlie Primary School January 2014

### • reduce levels of identity based bullying and racist harassment

#### Equalities Showcase Event

An authority wide Equalities Showcase event took place in June 2014 in Eastwood High School. A number of primary and secondary schools presented or exhibited examples of the excellent work which had taken place in the area of equalities including aspects of work being done around racism, respect, sectarianism, children's rights and citizenship.

### What are we going to do now?

- Continue to support educational establishments to make transitions as smooth as possible for children and young people.
- Further develop services and practices to ensure children and young people are included and their needs are met.
- Ensure that all school leavers have the most appropriate 16+ Learning Choice.
- Continue to ensure, in partnership with other agencies, the social and emotional health and wellbeing of pupils through the Outreach Support Service.
- Continue to provide benchmarking information on exclusions to support and challenge schools, in particular those with looked after children.
- Continue to work with partners to support children and young people ensuring progression through the broad general education.
- Work with partners and participate in the Early Years Collaborative.
- Continue to support staff to deliver Bookbug in the home.
- Continue to support the Determined to Succeed in Sport programme offering coaching to targeted families and their children.
- Continue to mainstream equalities in the work of all educational establishments.

Our children are healthy, active and included.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement





## Successful Learners

Fourteen candidates in our schools attained the new Scottish Baccalaureate award, eight with distinctions.

A pupil from St Luke's High School, having won the Rotary Club Euroscola 2014 competition and travelled to Strasbourg as part of a Scottish contingent of 40 young people, delivered a presentation on the group's behalf at the European Parliament.

Pupils in mathematics classes in Eastwood High School were involved in educational research on a flipped learning project with the National Endowment for Science, Technology and the Arts (NESTA), an innovation charity with a mission to help people and organisations bring great ideas to life. The NESTA Project Manager tweeted, "Fantastic morning talking to staff and very articulate students about their flipped learning."

Eastwood High School's Eastwood Engineers, having qualified as only one of three teams from Scotland out of 167 entries from across the UK, won the Lego Elite Engineers British Championships. The team made presentations, took part in practical tasks and participated in question and answer sessions with engineering and robotics experts. The team won a trophy and £20,000 to create a Lego Engineering Facility in the school.



Two S4 pupils from Eastwood High School won the Higgs Boson competition run by the Institute of Physics in Scotland.



Based on an outstanding video and written application, a teacher from Isobel Mair School was selected to attend the 2014 Global SMART Exemplary Educators Summit in the world headquarters in Calgary, Alberta, Canada.

A pupil from Mearns Castle High School came joint first in the 2014 examinations out of over 10,500 candidates and was awarded the Royal Society of Chemistry Higher Prize at the Science and the Parliament event in Edinburgh.

P6 pupils from St Joseph's Primary School won their cluster's K'nex Challenge and went on to represent the St Ninian's cluster at the regional final. The challenge called on their enterprising



skills such as team work and problem solving as well as allowing the children to further develop their design and technology skills.

St Mark's Primary School celebrated Scottish Book Week with a timetable of events which involved every class. The events included library visits with readings from the "Literacy Leaders" - pupils in P5-7 - to younger children in P1-3, a live author meet with Mairi Hedderwick, the author of the Katie Morag books, an overview of the Dewey Decimal System and a Mad Hatter's Tea Party.

A prestigious national essay writing competition, hosted by Amnesty International in London, was won by an S5 pupil from Woodfarm High School, writing on the plight of inmates in North Korean work camps.

The Saltire Team, six pupils from St Ninian's High School, won the Junior Saltire Award. As a result the team were selected to represent Scotland in the British Big Bang event.



St Thomas' Primary School pupils showcased their research and creativity in a special project to celebrate the school's 50th anniversary within their school building. Classes researched different aspects of school life over the decades. Topics included school lunches, playground games and famous past pupils. The research findings were presented via artwork, a variety of writing pieces and graphical representations. A mini museum of pupils' work allowed parents and the community to reminisce over bygone eras.

Pupils from St Luke's High School visited classes in St John's, St Mark's and St Thomas' Primary Schools to deliver lessons to pupils in P3 and P6 based on the themes of personal finance and money.





## Confident Individuals

Mearns Castle High School won the Innovation in Literacy and Numeracy Teaching Practice category of the Scottish Education Awards 2014.

The Head Teacher of St Luke's High School was awarded the MBE in recognition of her outstanding leadership and contribution to education through her tireless efforts in support and encouragement of all associated with the school.

Filming undertaken at Arthurlie Family Centre to tie in with the 3-18 curriculum impact report on health and wellbeing was published on Education Scotland's Journey to Excellence website.

A pupil from Eastwood High School was presented with East Renfrewshire's Young Carer of the Year award.



St Ninian's High School's Under 14 football team won the Scottish Schools' Football association's Scottish Shield, the first time a school in East Renfrewshire has achieved the award.

East Renfrewshire Junior Cricket Club has received Active Status from Cricket Scotland's accreditation scheme "Top Club Development Programme".

A former pupil from St Ninian's High School was capped for Scotland in the football team's 1-0 away victory in Poland.



Barrhead High School introduced their Commonwealth Games theme for events planned throughout the session by organising a Fundraising Cycle. The aim of cycling 411 miles, the distance from the Olympic Stadium in London to the Commonwealth Stadium in Glasgow was surpassed by achieving a total of 489 miles.

All pupils in St John's Primary School had the opportunity to cook healthy recipes in their new "Cook School". This has given the pupils the opportunity to work practically as part of a small team towards a common goal, cooking, cleaning and vacuuming.

Pupils from Eaglesham Primary School worked with a theatre artist from Bazooka Arts, a charity who specialise in participatory arts for health and wellbeing, to devise their own school show. Pupils were involved in a democratic process that encouraged everyone to contribute to the creation of their own storyline, characters and script. This experience helped pupils recognise and express their own creativity as well as have a greater understanding of the process of organising, financing and hosting their own show.



Arthurlie Family Centre won the Oral Health Network Local Smile Month award and achieved further success in receiving a "Child Smile Too" accreditation.

St Mark's Primary School's Credit Union was introduced for pupils, staff and parents to develop financial responsibilities. Almost 100 pupils have taken advantage of this opportunity.

An S3 pupil from Eastwood High School made her debut for the Scotland women's cricket team receiving her first full Scotland cap.



A pupil from St Luke's High School won gold in the Scottish Open Water National Championships and was chosen to be a baton bearer on the Queen's Baton Relay in the Glasgow 2014 Commonwealth Games.

Every child at St Mark's Primary School had a piece of art work displayed at the St Mark's Art Exhibition this year. Pupils acted as guides for the many visitors to the school. The school has its own art gallery in the entrance hall.



A teacher from Eastwood High School became the new World Karate Champion, winning gold in the KWF World Championships Kumite.

## Effective Contributors

Nine senior pupils at Williamwood High School have been trained as young leaders for the Duke of Edinburgh.

Crookfur Primary School's work with the school community, Woodland Trust, John Muir Award Trust and the Tool Shed transformed part of their school grounds into "Crookfur's Woodland". The strong partnerships with the organisations resulted in the planning and creation of a new learning space for the pupils. Creating the new woodland has had a lasting impact for pupils and the wider school community.

Mearns Primary School was awarded its fourth Green Flag. The Head Teacher said, "The benefits to the children from this have been phenomenal. The work they've been doing is now embedded in their learning and that will continue."

St Luke's High School won a major national award for its enterprising approach to tackling social issues. The school received a Social Enterprise in Education Award from the Scottish Government. The award is in recognition of a social enterprise business set up in the school and the impact it has had on the school and the community, a very successful nail bar that offers a wide range of services to staff and pupils with profits going to a variety of charities including SCIAF.

A teacher from Giffnock Primary School was a finalist in a UK story telling competition.

Catering staff provided around 1,400 meals a day in Williamwood High School for police officers on duty for the Glasgow 2014 Commonwealth Games. A Chief Inspector said, "We had hundreds of officers coming through the staging post at different times and the friendly catering staff were outstanding. They made our lives so much easier and the quality of the food was wonderful." Included in the catering team were five secondary school pupils and a young person studying for an HND in catering, an opportunity which offered valuable work experience.



St John's Primary School Choir sang and recorded "Jack's Bright Light Will Shine" in aid of the Brightest Star charity.

A local group of octogenarians known as Knitting Mania visited Our Lady of the Missions Primary School on a weekly basis. The senior citizens worked with P7 pupils to teach them how to knit and learn a creative skill. The experience also developed the pupils' skills in conversation and enquiry and their ability to learn from the knowledge and experience of times gone by from the older generation. The pupils therefore not only learned a new skill but also had a first hand recount of local events from those who had experienced a range of very different and yet very interesting and at times exciting experiences.

Neilston Primary School worked alongside Neilston Community Council to improve the village. Pupils from the school worked with members of the community council to litter pick, plant bulbs and introduce local community information boards that the school use to update the local community on activities happening in the school.

St Luke's High School's Eco Group secured a second Green Flag after working with Stairway to Success, Forest School, Radio Garden City and pupils in the school on enhancing their "green credentials" in and around the school grounds.



Two teachers from Mearns Primary School cycled from Glasgow Green to Murrayfield to raise money for the Children's Hospice Association Scotland (CHAS).

Former pupil and actress Kelly Macdonald visited Eastwood High School, where she has drama studios named after her and worked with the young people studying Higher Drama.





## Responsible Citizens

Twenty-four S6 pupils from St Luke's High School received awards at the Pope Benedict XVI Caritas Awards Ceremony. As part of their award programme the pupils contributed to their community service by working in the soup kitchen in the Ozanam Centre.



Filming undertaken at Our Lady of the Missions Primary School to tie in with the 3-18 curriculum impact report on religious and moral education was published on Education Scotland's Journey to Excellence website.

A group of pupils from St Ninian's High School were involved in Chinese New Year celebrations at Glasgow University. An email received from a member of staff at the university stated, "I would like to say how impressed I was by how professional they were. Could you pass our thanks to all who contributed and their teacher. It was fantastic."

Young people participating in the Activity Agreement Programme raised £300 for Yorkhill Hospital through their hard work in organising a Christmas Charity Fayre.

A pupil from Neilston Primary School won the Scottish Engineering Special Leader's Award. Five children from the school were also shortlisted.

A member of staff from Mearns Primary School was successful in achieving the UK Primary Science Teaching Award. The award related to everything that was taken forward as part of the SSERC Science Champions initiative.

An S1 pupil from Woodfarm High School was selected as one of the winners of the Scottish Government's national Wellbeing competition. The work submitted was commended for the quality of the writing style and the way in which ideas were conveyed. As a result, the pupil was invited to contribute to the Scottish Government's guide on "Getting it Right for Every Child".

Barrhead High School's East Renfrewshire Young Team won the Voluntary Group of the Year category in the East Renfrewshire Volunteer Awards 2014.

Isobel Mair School launched the "50 Things to Do Before You Leave Isobel Mair School", an in-house award scheme which allows every child to interact with the natural world in the school grounds and beyond.

A member of staff from St John's Primary School represented the school on an immersion trip to Ethiopia with the charity SCIAF during the summer. This visit strengthened the existing partnership with SCIAF and allowed the further development of International Education within the school.

The Science Club at St Luke's High School gained a CREST Award for investigative work and, from an entry of over 200, one of the pupils won the title of Best Crime Scene Investigator in the University of West of Scotland's Chemistry at Work competition.

Pupils from Eastwood High School took part in the British Interactive Media Association's Digital Day and, alongside 4,000 other pupils across the UK, took part in a series of challenges from designing and creating mobile apps to web development and social media.

Pupils from St Cadoc's Primary School initiated a plan for green travel to reduce their carbon footprint. Four of the school's P7 pupils, junior road safety officers, worked in partnership with teachers, police and community wardens to produce the plan.

A pupil from St Ninian's High School won a competition for the design of the new SPT Smartcard, displayed on billboards around the subway network.





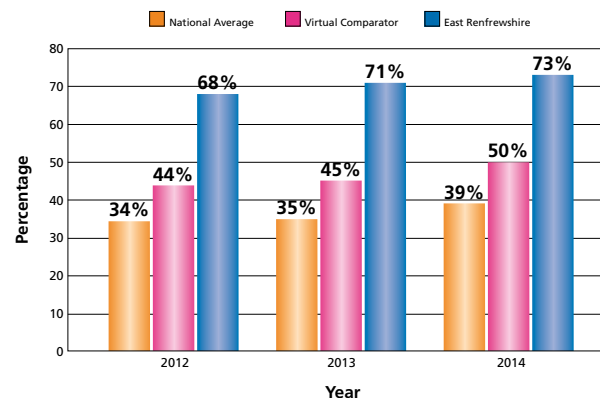
## Appendix 1 – Attainment and Wider Achievement Analysis 2013-14

Schools and the Education Department in East Renfrewshire compare themselves with other similar schools and authorities in a process termed benchmarking. This technique involves comparing attainment at various levels such as groups of pupils, subjects, school level and authority level. Benchmarking promotes the raising of standards, by helping identify strengths, pinpointing areas for improvement and encouraging best practice to be shared. Families of authorities and schools with a range of similar characteristics have been identified by the Scottish Government Education Department. This allows schools and the authority to evaluate performance and to make meaningful comparisons. Benchmarking is a key tool in the process of self-evaluation, which asks “How are we doing?” and “How do we know?” The process allows schools and the authority to identify attainment trends, target areas for improvement, highlight good practice and achievement.

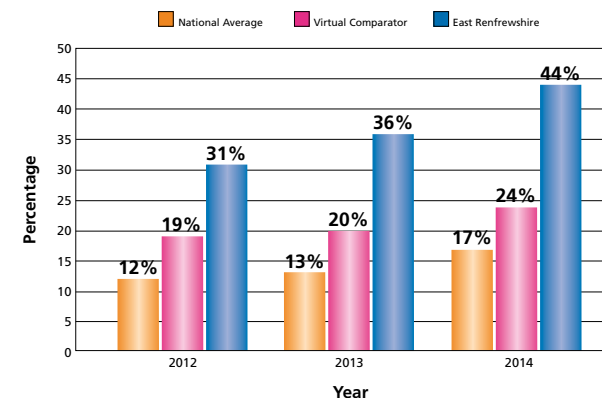
### Performance in SQA Examinations

These charts show the performance of East Renfrewshire young people in their SQA examinations compared with our virtual comparator and the national average. The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our schools. The charts show that East Renfrewshire performance is well above the national average and our virtual comparator at all levels. At S5 and S6 East Renfrewshire has increased the gap between its virtual comparator and the national average compared to the previous session. The 2014 data does not include the result of any marking reviews or clerical checks.

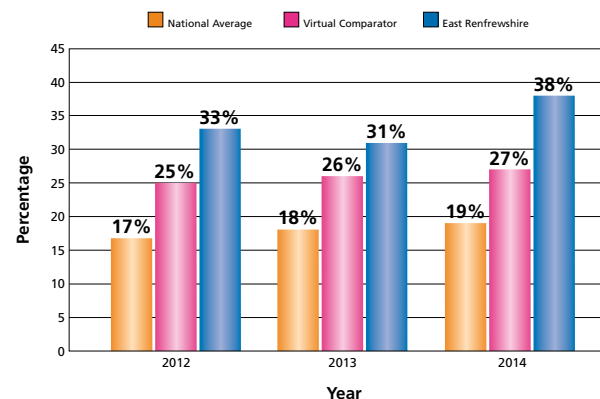
S4: 5 or More SCQF Awards at Level 5 or Better by End of S4



S5: 5 or More SCQF Awards at Level 6 or Better by End of S5



S6: 1 or More SCQF Awards at Level 7 or Better by End of S6



In terms of A-C awards, the 2014 results were East Renfrewshire's best S4 performance to date at 5 or more awards at Level 5 (Intermediate 2), 1 or more and 3 or more awards at Level 6 (Higher in S5). The S6 performance for 1 or more awards at Level 7 (Advanced Higher) was also the best to date.

The table indicates the progress towards the 3-year average targets (2012-2014) that had been set at Intermediate 2, Higher and Advanced Higher. The 2014 data does not include the result of any marking reviews or clerical checks. The Department achieved all four of the targets.

Percentage of relevant S4 roll achieving:	2012	2013	2014	3-year average Result (2012-2014)	3-year average Target (2012-2014)
5 or more awards at Level 5 (Intermediate 2) by end of S4	68%	71%	71%	70%	63%
3 or more awards at Level 6 (Higher) by end of S5	52%	60%	60%	58%	50%
5 or more awards at Level 6 (Higher) by end of S5	33%	40%	39%	37%	31%
1 or more awards at Level 7 (Advanced Higher) by end of S6	35%	31%	35%	34%	29%

## Monitoring Attainment

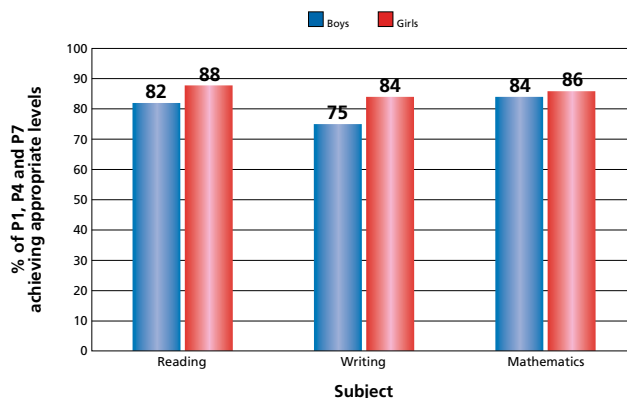
The vision of the Education Department is “Everyone Attaining, Everyone Achieving through Excellent Experiences”. Tracking and monitoring attainment of all pupils is essential in ensuring the delivery of the vision. In particular it provides evidence of progress and focus for future improvement.

Schools and the authority track individual pupil attainment and the progress of specific groups of pupils such as boys and girls, various ethnic groups and pupils with additional support needs.

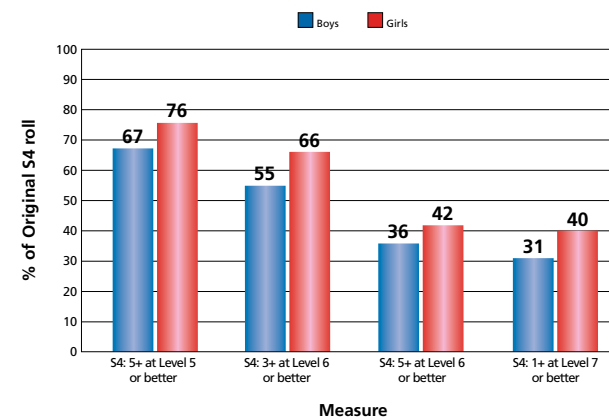
The baseline and developmental milestones assessment of P1 children along with standardised testing at P3, P5, P7 and S2 provide valuable information of pupil attainment in English and mathematics. Schools use this assessment data along with the “Assessment is for Learning” programme of formative assessment and teachers’ judgement of pupil progress through the levels in Curriculum for Excellence to build up a complete picture of how individual pupils are progressing. This information is crucial in ensuring appropriate pace and challenge, thereby enabling young people to maximise their potential.

The East Renfrewshire baseline assessment in P1 reveals that boys’ and girls’ attainment is broadly the same in numeracy but that girls outperform boys in literacy. Nationally girls outperform boys at all levels and at all stages. In S5 and S6 this is partly due to higher staying on rates for girls. Within East Renfrewshire the pattern of attainment is similar to the national picture, however, individual schools, cohorts and groups of pupils do show significant variation year-on-year. These charts show the differences in attainment between boys and girls at other stages in East Renfrewshire.

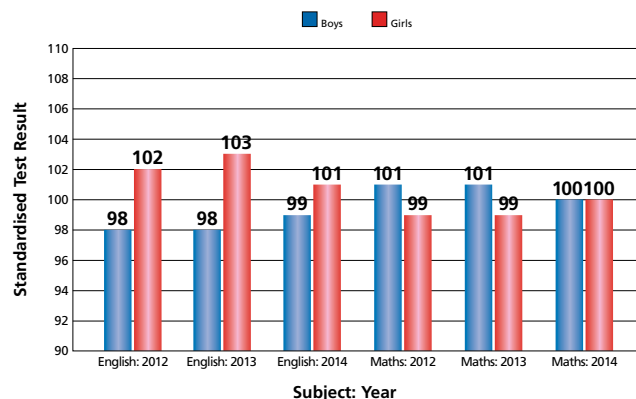
Percentage of primary pupils achieving appropriate levels: By Gender 2013-14



Cumulative Performance in SQA Examinations by Gender 2014



S2 Standardised Test Results: By Gender 2012-2014



NB: 100 is the ERC average

The pattern of primary attainment in terms of gender was similar to previous years, with boys’ and girls’ attainment most similar in mathematics. At secondary, boys’ and girls’ attainment is also similar in mathematics; however in English boys’ attainment was behind the girls albeit with a smaller gap in 2014. At S4 the gender gap was smaller than in previous years, though similar to previous years at S5 and S6. Improving the performance of boys and girls and reducing the gender gap in terms of attainment remains a key area for further improvement.

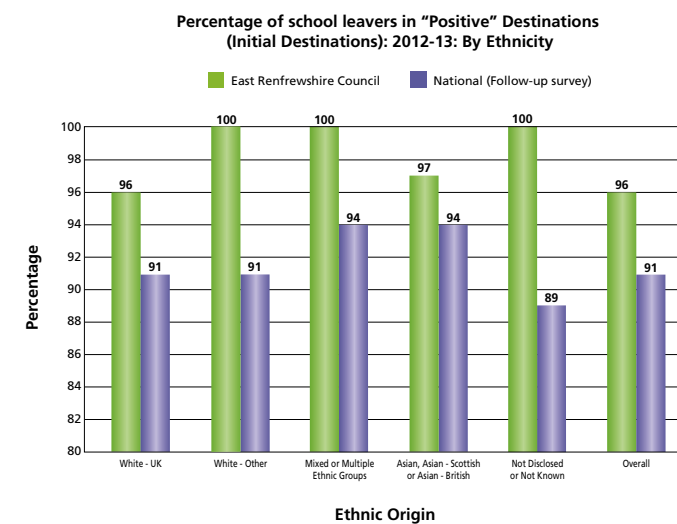


As well as analysing attainment in terms of gender, East Renfrewshire monitors results in other ways including ethnicity and deprivation as measured by free meal entitlement or the Scottish Index of Multiple Deprivation (SIMD) to ensure all pupils are being fully supported. For example, the table below shows S4 SQA attainment from 2012 to 2014 and the progress made towards the 3 year average targets (2012-14) for a number of key performance measures.

	2012	2013	2014	3-year Average 2012-14	Target 2012-14
Percentage S4 Boys attaining SCQF level 5 or better in English	64.9%	63.1%	73.5%	65.4%	57%
Percentage S4 non-white pupils SCQF level 5 or better in English	67.3%	66.1%	73.6%	68.9%	51%
Percentage of S4 non-white pupils attaining SCQF level 5 or better in Mathematics	69.6%	65.7%	78.1%	70.9%	59%
Percentage of S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in English	34%	38.2%	40.5%	37.5%	30%
Percentage of S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in Mathematics	28%	34.6%	39.7%	33.8%	30%

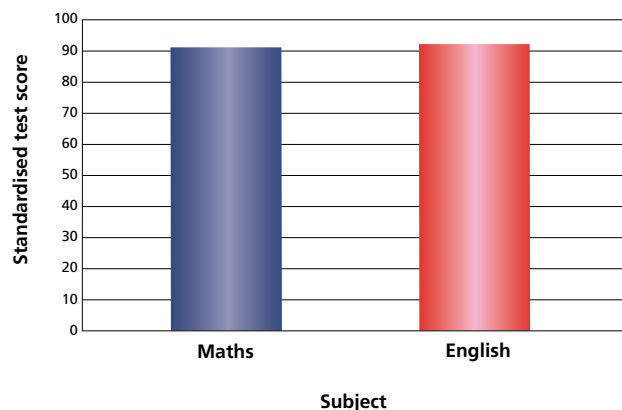
There was an improvement in attainment in all five measures. The authority achieved all of the targets.

This chart shows the percentage of school leavers in positive destinations by ethnicity. Positive destinations are defined as education, employment, training or voluntary work. The chart shows that young people in East Renfrewshire from the various ethnic groups make a very successful transition from school to a positive destination; in all groups East Renfrewshire leavers outperform the equivalent national group.



The Education Department has a statutory duty to monitor and report on the attainment of different cohorts of children and young people to ensure they all achieve their potential. The chart below provides an overview of attainment in standardised tests for those school pupils with a disability. The disabilities include a range of physical and cognitive disabilities. Nationally, disability is recorded in terms of declared or assessed disabled with assessed disabled generally a subset of declared disabled. A score of 100 represents the East Renfrewshire average. It should be noted that the number of pupils declared disabled or assessed disabled is very small, and individual tracking and support measures are put in place for each young person.

Overall standardised test results for pupils declared disabled



### Recognising Wider Achievement

The table below shows that the number of young people achieving awards increased from 263 in 2008 to 3097 in 2014.

	2008	2009	2010	2011	2012	2013	2014
Duke of Edinburgh Awards	56	147	110	169	463	730	592
ASDAN Awards/Personal Effectiveness	39	16	287	269	335	437	292
Sports Leadership	135	153	135	151	382	155	246
Diana Award	33	13	158	352	86	170	496
John Muir Award	-	-	-	-	130	359	461
Saltire Award	-	-	-	-	82	393	962
Caritas Award	-	-	-	-	30	53	48
<b>Total</b>	<b>263</b>	<b>329</b>	<b>690</b>	<b>894</b>	<b>1508</b>	<b>2297</b>	<b>3097</b>

### Skills for Learning, Life and Work Qualifications

The table below shows the number of young people successfully completing courses that were delivered (at least part) in college.

Level	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
City & Guilds Level 2	0	6	5	7	-	-
City & Guilds Level 3	-	-	-	3	6	14
Six units studied at Level 4 and 5	-	-	-	6	-	10
One unit studied at Level 6	-	-	-	9	-	-
Two units studied at Level 5	32	29	30	-	-	-
Four units studied at Level 6	6	14	9	12	9	11
Four units studied at Level 5 and 6	0	10	5	0	5	-
SCQF Level 1	13	44	73	38	46	9
SCQF Level 3	0	10	5	0	5	28
SCQF Level 4	13	44	73	38	46	85
SCQF Level 5	27	25	40	34	47	52
SCQF Level 6	34	34	52	51	82	94
SCQF Level 7	5	11	15	9	6	21
Various*	21	35	33	38	33	32
<b>Total</b>	<b>138</b>	<b>208</b>	<b>262</b>	<b>213</b>	<b>234</b>	<b>356</b>

\*Includes British Institute Innkeeping Awarding Body (BIAB) and Shoestring Cookery.

## Appendix 2 - Schools and Services Inspected in 2013-14

During session 2013-14, a series of inspections took place to evaluate and report on standards and quality.

### Care Inspectorate

A joint inspection of services for children and young people in the East Renfrewshire Community Planning Partnership area took place. This inspection covered the range of services in the area that have a role in providing services to benefit children, young people and families.

### Education Scotland (formerly HMIE)

The following schools underwent a standards and quality inspection by Education Scotland:

- Isobel Mair School

The following schools were engaged in the procedures related to HMIE follow through visits:

- Carlibar Primary School
- Woodfarm High School

### Standards & Quality and Thematic Reviews

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

- Schools in the Williamwood Cluster, including Busby Primary, Carolside Primary, Netherlee Primary and Williamwood High took part in a review which looked at effective transitions for pupils moving from pre-five to primary, primary to secondary.
- A Review of Support and Protection took place in Cross Arthurlie Primary School and St Luke's High School.
- A Review of English and Literacy took place across 8 pre-five, primary and secondary schools establishments looking at learners' experiences from pre-school through to S3.

## Glossary

Curriculum for Excellence: The national curriculum for Scottish Schools for learners from age 3 to 18 which aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum. New national guidance on expectations of learning and progression through curriculum levels has been published in a framework of experiences and outcomes, which define five levels of learning:

Early: The pre-school years and P1, or later for some

First: To the end of P4, but earlier or later for some

Second: To the end of P7, but earlier or later for some

Third and Fourth: S1 to S3, but earlier for some

Comparator Authorities: East Renfrewshire has five comparator authorities; these are defined by Education Scotland. A range of socio-economic indicators were used to determine the five other local authorities most similar to East Renfrewshire.

SCQF: The levels of the Scottish Qualification Framework (SCQF) are:

Level 3: Access

Level 4: Intermediate 1 at A-C

Level 5: Intermediate 2 at A-C

Level 6: Higher at A-C

Level 7: Advanced Higher at A-C

Tariff Points: Schools make use of a tariff system which allows qualifications to be converted into points e.g. An A at Higher is equivalent to 72 points, with a C at Intermediate 1 worth 16 points.



This document can be explained to you in other languages and can be provided in alternative formats such as large print or Braille. For further information, please contact Customer First on 0141 577 3001 or email [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)

آپ کے لیے اس دستاویز کی دیگر زبانوں میں وضاحت کی جاسکتی ہے اور دیگر مختلف صورتوں میں جیسا کہ بڑے حروف کی لکھائی اور بریل (ناپیدا افراد کے لیے) اور بڑے حروف کی لکھائی (میں فراہم کی جاسکتی ہے۔ مزید معلومات کے لیے براہ مہربانی ٹیلیفون نمبر 0141 577 3001 پر کسٹمر فرسٹ سے رابطہ کریں یا [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk) کے پتہ پر ای میل بھیجیں۔

এই পত্র অন্যান্য ভাষায় বর্ণনা ছাড়া নানা বিকল্প আকারেও দেয়া যেতে পারে যথা – বড় ছাপান অক্ষরে এবং উচ্চ গঠিত বর্ণমালায়ও (Braille) দেয়া যেতে পারে। এ বিষয়ে আরও খবরাখবরের জন্যে যোগাযোগ করুন কার্ণোমার ফার্স্ট টেলিফোন: ০১৪১-৫৭৭ ৩০০১ অথবা ইমেইল : [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)

這份文件可以使用其他的語言解釋,亦可以提供其他形色的版本,例如大字和凸字。請聯絡客服務 (Customer First) 索取進一步的資料。  
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ਤੁਹਾਡੇ ਲਈ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਵਿਆਖਿਆ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਵੀ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ ਅਤੇ ਇਸ ਨੂੰ ਬਦਲਵੇਂ ਰੂਪਾਂ ਵਿਚ ਜਿਵੇਂ ਵੱਡੇ ਅੱਖਰਾਂ ਅਤੇ ਬਰੇਲ ਤੇ ਪ੍ਰਦਾਨ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਕਸਟਮਰ ਫਸਟ ਵਾਲਿਆਂ ਨਾਲ ਇਸ ਫੋਨ ਨੰਬਰ ਤੇ ਸੰਪਰਕ ਕਰਨ ਦੀ ਕ੍ਰਿਪਾਲਤਾ ਕਰੋ: 0141 577 3001 ਜਾਂ ਇਸ ਪਤੇ ਤੇ ਈਮੇਲ ਕਰੋ: [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)



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