

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 23 JANUARY 2014

Report by Director of Education

DRAFT STANDARDS AND QUALITY REPORT 2012 - 2013

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 2012 - 2013.

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 are under a clear obligation to produce and publish annually a local improvement plan which details how it and its schools and services will continuously improve, and, based on this plan, a Standards and Quality Report detailing how it has sought and achieved improvements in provision.

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in June 2012 and reflected the Scottish Government's National Priority Areas, the National Outcomes for Education, the Council's Single Outcome Agreement and East Renfrewshire's Corporate Statement Principles. It was organised under key areas for self-evaluation as set out in the Quality Framework produced by Education Scotland (formerly HMIE) and expected outcomes and impact under the headings of the department's vision statement *Inclusion, Achievement, Ambition and Progress for All*. The draft Standards and Quality Report reflects this vision statement 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 2014. 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 prefive centres from Education Scotland and the Quality Improvement Team;
- Reports on nursery establishments by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services, e.g. Customer Service Excellence, Quest, Investors in People, etc. 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.

Convener Contact Details

Councillor E Green, Convener for Education and Equalities
Councillor P O'Kane, Vice Convener for Education and Equalities

Tel: Home 01505 850455
Tel: Home 07718 697115

Local Government Access to Information Act 1985

Report Author

Mhairi Shaw, Director of Education
Tel: 0141 577 8635
Mhairi.Shaw@eastrenfrewshire.gov.uk

Appendices

1. Draft Standards and Quality Report 2012 - 2013

Background Papers

1. Local Improvement Plan 2012 - 2015

Key Words

Draft
Standards
Quality
Report
2012- 2013

Standards and Quality Report

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT 2012–2013



Inclusion, Achievement, Ambition and Progress for All

Contents

Foreword	page 4
Community Services and Community Safety	page 5
Introduction	page 6
Background Information	page 7
Inclusion	page 8
Achievement	page 20
Ambition	page 31
Progress for All	page 48
Successful Learners	page 65
Confident Individuals	page 66
Effective Contributors	page 67
Responsible Citizens	page 68
Appendix 1	page 69
Appendix 2	page 74
Glossary	page 75





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. East Renfrewshire Council – Your Council, Your Future conveys our vision to improve local services and the local area by delivering on key outcomes. 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, in visiting our schools, commented most favourably on the practice they observed. Our schools across the Council achieved a high number of "very good" and "excellent" evaluations which is particularly commendable and reflects the contribution by schools and services to the Education Department's vision of Inclusion, Achievement, Ambition and Progress for All.

The results that our young people achieved in their Scottish Qualifications Authority examinations were outstanding with all seven of our secondary schools seeing improvements in their levels of attainment. This year East Renfrewshire's schools achieved their highest ever examination results and East Renfrewshire remained the highest performing authority at S4 and S5 at SCQF Levels 5 and 6. 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 maintained the Investors in People (IIP) Gold Standard, with glowing endorsements in several areas and exemplars of good practice highlighted during the assessment. The Education Department was recognised for its commitment to providing the highest quality education and services. This level of award is an exceptional achievement, given that it is held by only 1% of organisations.

This year the Education Department received an outstanding award for Customer Service Excellence. During the inspection process the assessor identified six 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 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 2012-13.

Councillor Elaine Green
Convener for Education and Equalities

Community Services and Community Safety

Our Education Department provides the Council's arts, libraries and sports services, alongside its outstanding schools. These services play a large part in what it means to live, work or study in East Renfrewshire. Whether it is Bookbug sessions or mini-kickers football for the very young, swimming lessons or sports activities for our children and young people, through to exercise, arts activities or IT learning for older people, all of these services support the development of our residents and our communities.

These services also work with and support East Renfrewshire's extensive network of voluntary organisations in addition to the services they directly provide. We have valuable partnerships with our arts and sports sectors and other voluntary groups. They provide pathways between school and community participation in cultural and sporting activities, encouraging our young people to extend their achievements.

East Renfrewshire Council is continuing to invest in these services. The fantastic school and community sports facilities at the new Eastwood High School are one example: the re-developed Giffnock Library and the Barrhead Foundry will be invaluable assets for their communities; schools and communities are also benefiting from our increasing number of synthetic grass pitches. This investment brings increasing opportunities for all our residents to become active, to learn, to be part of their community and to enjoy life in East Renfrewshire.

The many examples of the work of arts, libraries and sports contained in this year's Standards and Quality Report illustrate the contributions they make. These contributions are only possible because of the hard work and dedication of the staff and volunteers within these services. 2014 sees the Commonwealth Games come to Glasgow, giving us a unique chance to inspire still more people to participate in sports, culture and learning. I am sure that this will be reflected in next year's report.

Mary C Montague

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



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



Mhairi Shaw
Director of
Education

Introduction

The Education Department is fully committed to continuous improvement and its vision of ***Inclusion, Achievement, Ambition and Progress for All***, 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 these headings and details progress over the academic year 2012-13 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2012-15.

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 ambition 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, with our schools achieving their highest ever examination results and every school recording year-on-year improvements.

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.

Maintaining the Education Department's Gold Standard Award by Investors in People Scotland is an outstanding achievement. This external report highlighted our commitment to continuous improvement and the delivery of the highest quality education and services by highly skilled and valued staff.

The Education Department's outstanding award for Customer Service Excellence with six "compliance plus" ratings was the highest level awarded to any Council team to date. This achievement was equalled by our Libraries and Information Service, which was also awarded 6 such ratings.

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 2013 to June 2016. 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

Background Information

About the Education Department

In 2012-13, 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 2012-15. The Local Improvement Plan is organised using the Education Department's vision statement of ***Inclusion, Achievement, Ambition and Progress for All*** 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
- Continuing Professional Development 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.



Inclusion

Delivering educational provision which is inclusive and meeting learning needs are key strengths of East Renfrewshire's Education Department, its schools and services. Such strengths are evident having achieved the lowest ever exclusion rate in secondary schools and no exclusions in primary schools in session 2012-13. Reviews and inspections of our schools continue to identify inclusive practices as the best in the country.

A Support and Protection Review was carried out in Eaglesham Primary School by a multi-agency team (Education, Education Psychological Service, Social Work, NHS Greater Glasgow and Clyde led by a Quality Improvement Officer). The very good practices in the school were highlighted, especially:

- Communication with parents was proactive and effective. The school produced an ASN newsletter in addition to the standard school newsletter and this was shared with all parents.
- There was very strong leadership in the broad area of meeting pupil needs and a very clear sense of distributed responsibility across the staff team including dedicated Support for Learning staff.
- There was evidence of very good integrated working between the school and external partners to support and protect vulnerable children.

- Partners including the psychological service, sensory support service, outreach communication support, campus police, social work and school nurse characterised the school as being very receptive, welcoming and friendly. Partners felt that their advice was listened to and acted upon.
- Pupils at all stages prepare healthy meals as part of their PSHE curriculum using equipment the school has invested in for this purpose.
- The school provides a comprehensive range of activity clubs at lunch times and out of school hours. There are opportunities for all learners from P1-7. These opportunities are well publicised, communicated and supported by learners.
- Pupil consultation processes are well established within the school and this has a direct influence on the planning and design of special events and the out of school hours activity programme. Learners reported that they feel included and take some ownership of this provision.
- There was a high degree of awareness and understanding of children and young people's rights and responsibilities through the work of the school, at all stages, on the Rights Respecting School. This contributed positively to an ethos which was safe, supportive and empowering. This was further emphasised through themed assemblies and prominent pupil displays throughout the school.

An inspection by Education Scotland Inspectors in Mearns Primary School and Nursery Class found

a key strength in the "inclusive ethos across the school with a clear focus on global citizenship and children's rights and responsibilities" and that, "the school has a very inclusive culture and staff place a high importance on supporting children's social and emotional needs through approaches such as the Learning Centre nurture room. They take many positive steps to support children who require additional support for learning. The pupil support assistants and support for learning staff provide high-quality support to help children make appropriate progress in their learning. The school works very well with a range of other partners, including the joint support team to support children who require help with their learning."



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

Getting it Right for Every Child

A reduction to zero in the number of young people not in education, employment and training

School Leaver Destinations

School leaver destinations in East Renfrewshire have been the strongest in the country over the past three years. The School Leaver Destination Report indicated that 95.3% of school leavers in 2011-12 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. This was more than five percentage points higher than the national average and a rise from 93.3% in 2010-11. East Renfrewshire compared very favourably to the national figure of 88.9% and 91% in comparator authorities.

East Renfrewshire had the highest proportion of young people entering higher education across all local authorities in Scotland in 2011-12. 65% of young people went onto higher education in 2012, up from 61% in 2011 and well above the national average of 37% and 41% for comparator authorities. 15% continued their education in a college of further education (23% for comparator authorities and 27% nationally) and 14% moved onto employment and training (26% for comparator authorities and 24% nationally).

The percentage of those entering employment fell slightly to 12.2% from 12.4% the previous year. The percentage of leavers categorised as unemployed and seeking was 3.8%, a drop from 6.3% the previous year.

The percentage of young people who required additional support through an Activity Agreement subsequently entering a positive destination was 77%. This was above the national average.

An increase in activities which support the need for prevention and early intervention, improve outcomes and reduce inequalities for vulnerable children

The Education Department updated its pupil, parent 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. As part of this sample, responses to pupil, parent and staff questionnaires were gathered from eleven establishments in 2012-13.

Statistics from the 2012-13 questionnaires showed that 94% of teachers agreed that all pupils participate in activities which meet their learning needs. 93% of pupils agreed that they were supported and challenged in their learning and 86% agreed that help and support was available when required.

The statistics gathered also indicated that 89% of pupils agreed they had opportunities to take part in school committees and school groups.

Pupil Focus Groups

Pupil focus groups held in November 2012 across primary and secondary sectors, confirmed that children and young people felt very well supported by the pastoral structures within their schools. Pupils commented that teachers knew them well and that there were adults within their schools whom they would approach if they had any concerns. They also said that concerns were dealt with quickly and effectively.



More of our children have a better start in life and are ready to succeed.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement

Some secondary schools have in place a “buddy” system where senior pupils are paired with potentially vulnerable S1/S2 pupils. Almost all primary schools provide worry boxes where children can anonymously post their concerns and some schools have trained children in the upper stages as peer mediators.

Quotes from pupil focus groups:

“I feel safe in school as there are always trusted adults about.”

“Having an S6 buddy really helped when I started secondary school.”

“The worry box allows you to share worries without others knowing about it.”

Warriors Club

Sports Services supported parents and volunteers from the Warriors Club to form a Community Organisation offering opportunities in multisports, football, dance and arts, aligned to the Eastwood Community Sport Hub. Over sixty children and young people attended both the football and multisports programmes on a weekly basis. The partnership secured external funding from Awards for All and Better Breaks to improve the quality of provision and the experiences for the young people.



Talent Day

Following a very successful 2012 Paralympics, Active Schools and Scottish Disability Sport (SDS) organised a Talent Day aimed at children and young adults aged 9-25 years who have a physical disability or a visual impairment. Those attending participated in three activities: football, table tennis and swimming. The event was supported by East Renfrewshire Swimming Development Team, Scottish Swimming, the Scottish Football Association and Table Tennis clubs. Expert SDS Coaches led the sessions and identified athletes that might have the potential to participate in the 2014 Commonwealth or 2016 Paralympic Teams. Talent Day was featured by ITN and STV in their main news reports.

Determined to Succeed in Sport Programme

This session Active Schools and the Sports Development Service provided targeted primary and secondary schools with an expanded extra-curricular sport and physical activity programme. Children and young people were offered free access to a range of sporting clubs and activities provided on the school campus by qualified coaches with the aim of getting more children more active, more often.

Ocean Orbit

The Ocean Orbit disability swimming lesson framework was developed, focusing on the needs of individual children with either a physical, learning or sensory impairment. The programme encouraged children and young people to move and swim through the water with the assistance of a qualified swimming teacher. Over 25 children and young people participated regularly in the programme which concluded with a family fun session.

Early Intervention

Sports Services developed a comprehensive early intervention programme to encourage physical activity in the early years and raise parental and carer awareness of the importance of physical activity to health and wellbeing. The activities were provided in a number of venues throughout East Renfrewshire and included Little Athletics, Football Mini Kickers, Nippers Rugby, Gymnastic Gymteds and in swimming, Little Splashers and Bubble and Splash.

Our vulnerable children and young people feel secure and cared for enabling them to succeed.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement Single Outcome Agreement

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, including arts, crafts, sport, play and games, remained high with 94.2% FME attending in October 2012, 82.2% in spring 2013 and 83.2% in summer 2013.

The programme catered for those children in receipt of a free school meal who also have additional support needs. An activity camp engaged with vulnerable children and families and worked with key partners including Young Person's Services, Social Work, Active Schools, Sports Development, Psychological Services, Outreach Support Services, Health Services and schools.

In partnership with the Sports Development and Health and Wellbeing Teams, Active Schools developed a comprehensive holiday activity programme which took place over the October, spring and summer holiday periods. Sports-specific programmes were available in addition to the all day catered camps. These included multisports camps where children from P1-P7 tried out a range of Commonwealth sports. Uptake on all day sports camps for 2012-13 was 47.3% FME, just below the target of 50%, with 65.5% FME attending in October 2012, 41% FME during spring 2013 and 35.3% over summer 2013.

Quote from parent/carer:

"I can't thank all the staff enough! I think they are exceptional people who made every day with the kids a special one. You are all stars and very much appreciated."

Early and Effective Intervention Programme

Sports Services, in partnership with Social Work Services, operated a free access to leisure facilities and sports services for targeted clients. Over fifty people participated in the programme which provided valuable leisure and fitness opportunities ranging from swimming lessons to sports coaching.

Healthy Weight Intervention Programme

Active Schools, in partnership with the Community Health and Care Partnership (CHCP) developed and delivered the Healthy Weight Programme – Right Moves. All primary schools participated in the programme, which focused on healthy diet, sport and physical activity education. This programme linked to the Active Children Eating Smart (ACES) programme which involved both parent and child and included information about particular aspects of diet and exercise followed by structured activity.

Bookbug in the Home

The Assertive Outreach Programme, funded by the Scottish Book Trust, allowed East Renfrewshire Council to train forty-two staff in Bookbug for the Home. Both council and staff from external agencies use Bookbug to engage with families with young children in their own home. This method was first used by Family Learning staff to engage with families who were unable to attend sessions in community libraries. This targeted intervention was required to ensure better outcomes for their children. Between August 2012 and May 2013, within the Barrhead and Neilston communities, seventy families were visited by early year's staff trained in Bookbug in the Home, undertaking 329 sessions.





Quotes from parents and carers:

"My daughter has become much more confident. When you first start with her in the session she doesn't say anything. Then towards the end of the session she is joining in. I find her concentration when playing games has improved. I would never have been able to get her to concentrate on those games if it was just me."

"My son is more confident, like counting numbers, he wants to learn now. Before, he wasn't much interested, whereas now he wants to know things and comes to ask us. He knows his colours and can count down from fifteen. He sings the "Hello Song" before he goes to bed. A big difference is he is listening to more stories. He will bring one out and ask us to read it to him."

Bookbug Pack Gifting

Scottish Book Trust provided packs containing age appropriate books and supporting materials, encouraging book sharing in the home. Packs were gifted to all babies, toddlers, ante-pre-school children and Primary 1 pupils in Scotland. In East Renfrewshire this provision was facilitated and enhanced by the Library Service in partnership with health visitors, nurseries, family centres and schools.

The Primary 1 Bookbug Family Packs were gifted to every Primary 1 pupil during Book Week Scotland. The majority of the gifting took place at special sessions held in libraries or schools, delivered by library staff, to which parents were invited. The Bookbug visited Madras Family Centre and Clarkston Nursery and Playgroup to gift the ante-pre-school Pirate packs to ninety-one three-year-old children, ensuring a memorable experience for the children and maximising the impact of the packs.

Quotes from teachers:

"All of the children were fully engaged and were all so grateful for their book packs."

"Really appreciated the opportunity to visit the library with pupils and their parents."

"All the children were captivated by the story."

Quotes from parents:

"Very well organised, was great Mums and Dads could come along and join in."

"Great for encouraging children to read and use Library Services."

Quote from a pupil:

"I loved it when the lady was reading us a story."



Safety in the Park

A total of 1200 Primary 7 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. The scenario delivered by library staff focused on staying safe when using social networking sites. Pupils used tablet devices loaded with mocked up social networking pages and were guided to identify examples of safe and unsafe behaviour. Feedback from the tutors indicated that pupils were fully engaged, the content was entirely relevant to the young people, and the scenario was pitched at the correct level for the age of the participants.

Quotes from teachers:

"Very interesting and informative."

"Good forum for discussion."

"Invaluable lesson to pupils."

"Use of technology helped to make learning relevant."

Edinburgh International Book Festival Outreach Programme

Three leading authors visited East Renfrewshire to speak and read to pupils as part of the Edinburgh International Book Festival's outreach programme. East Renfrewshire was one of just five councils in Scotland selected to take part.

The aim was to give pupils who may not be able to attend any of the festival events, the opportunity to meet an author. Award winning authors Joseph Delaney, Gareth P. Jones and Jonathon Stroud visited pupils in five venues over three days with over 800 pupils in attendance. Edinburgh Festival outreach staff reported that this year's outreach programme has reached more young people than ever before.

Quotes from staff:

"It was a great way to introduce all S1 pupils to the library and has created a buzz and enthusiasm for books and reading which it would have been very hard to generate in any other way."

"Joseph Delaney was a very inspirational and interesting speaker and was able to engage the pupils in such a way that those who might otherwise not have been keen to read his books now have a feel for them and several are avidly working their way through the Spooks series."

"The children found the festival very interesting. The author Joseph Delaney was very engaging and enthusiastic about his work and about reading and writing in general – many of the children reported that they were very inspired by his talk."

"They were very engaged listening to excerpts from the novel, they found it interesting finding out about the years of note taking."

"Pupils really enjoyed meeting a professional author - a very humorous and dynamic approach."



An increase in schools and centres putting nurturing approaches into practice

In statistics from questionnaires issued by the department in 2012-13, 86% of pupils stated that staff make sure pupils behave well. 87% of pupils agreed that they feel safe and cared for in school while 90% of pupils stated that they have adults in school that they can speak to if they are upset or worried about something.

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. 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.

Quotes from pupils:

"I learned to talk about my feelings and to speak to teachers when I was in a bad mood. I used to refuse to speak."

"I am being good at school and am not getting into trouble. I'm good at bringing my homework in but I did forget it once."

Quotes from parents:

"He has started learning vital social skills. He follows rules better at home and shares his feelings more."

"Being in the Learning Centre has made huge improvements which have given him the tools to go back into class full time."

"The Learning Centre continues to support inclusion and to make a difference for a number of children. 14 pupils attend a free breakfast club when support with homework is also available. Parents of children involved in our Learning Centre are regularly encouraged to join Learning Centre staff for coffee and to participate in informal discussions about their child's progress and achievements."

**Standards and Quality Report:
Mearns Primary 2012-13**

Playground Project

The Arts Service worked in partnership with Starcatchers to place an Early Years Artist-in-Residence into McCready Family Centre in Barrhead. Musician Nik Paget-Tomlinson used music, sound, storytelling and creative play to engage with and create experiences for very young children. Feedback from staff, parents and children recorded on a daily basis indicated a positive development in attachment, behaviour and general well-being. CPD sessions delivered to parents and staff helped them to develop new skills and ensured a legacy remained after the project was complete. A celebration event was hosted in Eastwood Park Theatre which allowed all partners, parents and staff to discuss and feedback on the process.

Quotes from parents and carers:

"I used to like music at school, I forgot I am quite good at it."

"It's amazing that you can make music from just about anything."

Quote from artist-in-residence, Nik Paget-Tomlinson:

"We used the sound beam in the baby room – very very young children engaged in this process."

More effective partnership working with other agencies and with the parents of children to ensure we get it right for every child

GIRFEC

A multi agency Getting it Right for Every Child (GIRFEC) leadership group was established to ensure effective partnership working and oversee the implementation of GIRFEC across the Local Authority and Community and Health Care Partnership (CHCP). A schools' implementation group was also established to ensure that GIRFEC was embedded in schools' policies and practices.

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.

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

Curriculum for Excellence: Building the Curriculum 3

Materials for staff, parents and children and young people were produced and all schools delivered a GIRFEC awareness training input for staff at the first in-service day of this session.

Psychological Service

The Psychological Service maintained their strong commitment to working in partnership with parents, recognising and highly valuing their role in improving outcomes for children and young people. The service recognised that some parents feel more confident and comfortable within their own environment, which led to an increase in the number of home visits carried out.

Nearly all parents felt highly valued, respected and involved through engagement with Psychological Service and reported very high satisfaction levels regarding the impact this has had on their child.

Quotes from parents:

"I can't thank the psychologist enough for his help, he has been invaluable to us and has supported us greatly with his involvement and expertise. I wouldn't hesitate to recommend to other parents the benefits of having Psychological Service involved."

"We are in no doubt that the Psychologist's involvement has significantly improved our family's life."

"Our psychologist has been an exemplary professional. He has always been open, honest and expert in supporting and guiding our family. He has always been available to speak to and answers all of our questions with empathy for our situation."

"The psychologist and school together have improved my daughter's confidence this year."

The Psychological Service had a high level of positive engagement with parents through casework as well as through universal parent groups. The service continued to deliver highly effective parent workshops, which were available to all parents within East Renfrewshire. Nearly all parents found the workshops very helpful and reported improvements in parenting skills and relationships at home.

Quotes from parents:

"The course came along just at the right time for me. I was struggling and felt very unhappy. It has changed my entire outlook to parenting. I always loved my daughter but didn't like her at times. Now it's very different."

"It's great that this is offered and it's free. More parents should take advantage of it."

"I found the course very helpful and I look forward to using my new skills on my children. I have already noticed positive progress with my kids. I also feel a lot calmer!"

"I feel more in control as a parent as I now have the tools to help me."

"The course helped me come up with the strategies that work for me and my family."

Maintain and where possible improve upon the already low number of exclusions from schools, especially for looked after children

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

In 2012-13 there were no exclusions in primary schools. As a result, the exclusion rate decreased from 1.1 incidents per 1000 pupils to 0 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 9 incidents per 1000 pupils in 2011-12 to 5.8 incidents per 1000 pupils in 2012-13, the lowest recorded rate. The authority is on track to achieve the 3-year average target (2013-2015) of thirteen per 1000 pupils.

The overall rate of exclusions for looked after pupils decreased significantly from 266 per 1000 pupils in 2009-10 to 25 in 2012-13. The rate in 2012-13 was down from 169 the previous year. The authority achieved its 3-year average target (2011-13) of 250 exclusions per 1000 pupils; the rate during this period was equivalent to 79 incidents per 1000 pupils.



Promoting Positive Behaviour

Following consultation with a range of staff, the Education Department produced a revised policy on promoting positive behaviour. All establishments will revise their own policies and procedures in light of this guidance. Training in restorative practices for key staff in every establishment will be made available alongside ongoing training for staff in minimising and responding to low level and more challenging behaviour.

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.

Quotes from pupils, parents and staff:

"You are doing a good job."

"I learn to think about my behaviour."

"This service is great for the kids, I wished there had been something like this for my other daughter."

"I appreciate that my child has someone to talk to about what's going on with them."

"Outreach is an invaluable service, we appreciate the support and commitment from all the staff."

"All outreach staff know their pupils very well and respond to their needs on an individual basis."

"All staff are committed to improving the life chances of the learners. This is reinforced by pupils, at significant risk of exclusion, readily engaging with the outreach teachers."

**Standards and Quality Report:
Outreach Support Service**

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

According to pupil questionnaires issued by the department in 2012-13, 86% of young people in East Renfrewshire agreed that they are treated fairly and with respect by staff and other pupils.

Pupil focus groups, carried out in November 2012 across primary and secondary sectors, also highlighted that pupils felt they were treated fairly and with respect. Pupils commented that they were consulted on significant aspects of school life and that their views were listened to and acted upon. They said that all pupils were given opportunities to be involved in the

wider life of the school and that schools were very good at recognising and celebrating their personal achievements.

"Children and young people from all classes across the school were given opportunities to increase their understanding of Equality and Diversity through participating in the school's annual Mid Summer Mela."

**Standards and Quality Report:
Isobel Mair School 2012-2013**



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

Curriculum for Excellence: Building the Curriculum 3

“Learners said that opportunities to take on roles and responsibilities in the school were fairly allocated as was access to the wide range of school clubs and activities.”

“In questionnaires, almost all children said they felt safe and cared for. Commendably, all children in Primary 5 said they get help when they need it, staff listen to them and pay attention to what they say.”

**Support and Protection Review:
Eaglesham Primary February 2013**

“A recent HMle good practice visit to Mearns Primary looking at equalities, with a particular focus on racial equality, very positively evaluated school practice. The HMI who spent a day in school reported: The school uses “climate mapping,” an audit tool to evaluate the promotion of equalities through aspects of school life such as displays in corridors and classrooms. Children feel listened to, respected and treated equally. Reference was made to diverse backgrounds of children and the way everyone worked together.”

**Standards and Quality Report:
Mearns Primary School 2012-2013**

UNICEF Rights Respecting School Awards

Eleven schools received a UNICEF Rights Respecting School Award. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between teachers, adults and pupils, between adults and between pupils.

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

According to pupil questionnaires issued by the department in 2012-13, 74% of young people in East Renfrewshire agreed that staff were good at dealing with bullying behaviour.

In 2012-13 the number of confirmed incidents of bullying behaviour was 11.5:1000 pupils in primary and 4.1:1000 in secondary schools, showing a small increase of 2.5:1000 in primary schools and a small reduction of 1.9:1000 incidents in secondary schools from last year’s data.

The numbers of racist incidents being reported on by schools remained low. The number of racial incidents reported in 2012-13 was 5:1000 in primary and 2:1000 in secondary schools.

The work done in schools on respect and equalities was showcased at the Equalities Forum which met three times last session and has representation from parents and school equalities coordinators.

Showcase Event

A showcase event allowed establishments to share the range of good practice in challenging and reducing bullying behaviour since the launch of the revised policy in November 2011. All clusters displayed ongoing work including schools’ own policies and leaflets for parents and pupils. Pre-five, primary and secondary sectors were represented by Netherlee Primary School Nursery Class, St Mark’s Primary School, St Luke’s High School and former pupils from Giffnock Primary School in a series of presentations and performances compered by Primary 7 pupils from Netherlee Primary School.

“Pupils reported that alleged incidents of bullying behaviour were dealt with quickly and effectively.”

**Support and Protection Review:
Eaglesham Primary February 2013**

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

Local Outcome: East Renfrewshire Council’s Single Outcome Agreement





An increase in opportunities for children and young people to participate in sports, learning and cultural activities as a positive alternative to anti-social behaviour

Youth Diversion

The Arts Service worked in partnership with Youth Services, Library and Information Services and Urbancroft Media to engage young people in the Neilston area in a multi-discipline arts project. Participants used animation, film and drama to explore their local community and the notion of self. Young people were empowered to lead on the artistic process, delivery and edit of the final product.

At the beginning of the project, the purpose of the work was shared with the young people who were involved in co-production, being asked what they wanted to make and how they wanted to make it. The final film showed young people in a positive light being optimistic about their community. All participants were invited to a “red carpet premiere” in Neilston Library where the film was screened in front of several prominent guests.



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.

Mobile Pitch

Sports Services, in partnership with Strathclyde Police, Strathclyde Fire and Rescue and Stagecoach, delivered the Mobile Sports Pitch programme in identified areas. Weekly attendances of at least one hundred and fifty young people, alongside mobile pitch visits to local schools and community events, saw the profile of the pitch continue to rise with local partners and the community.

Midnight League

Football Development continued the very successful delivery of a termly football midnight league programme. Once a week at Woodfarm Synthetic or Pro Soccer young people aged 12–18 years attended to play games as part of a team or as individuals. Weekly attendances have grown over 100% compared to the previous year. The attendance of just over two hundred young people highlighted the strength and popularity of this programme. This year East Renfrewshire was represented at the Regional Finals Day by a team selected from the programme, winning the 13-14 year old section.

Quote from the Scottish Football Association Website:

“A recent research study by The University of Stirling into the wider social effects and benefit of the programme returned some very positive observations. Over 85% of respondents believe that Bank of Scotland Midnight League has had a positive effect on their local community. Instances of anti-social behaviour have dropped by as much as 30% in some local authority areas.”

Our area has a range of local groups that are well run and members have the skills to influence service design and delivery.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

What are we going to do now?

- Further develop services and practices to ensure children and young people are included and their needs are met.
- Further improve school leaver destinations, ensuring that all school leavers have the most appropriate 16+ Learning Choice.
- Develop an Opportunities for All Plus strategy with a prioritised focus on young people.
- Make GIRFEC a key priority for schools and centres in their work with all children, young people and families.
- Continue to ensure, in partnership with other agencies, the social and emotional health and wellbeing of pupils through the Outreach Support Service and Learning Centres.
- Continue to provide benchmarking information on exclusions to support and challenge schools, in particular those with looked after children.
- Continue to offer training to staff in schools on awareness raising of equalities issues.
- Encourage all schools and centres to work towards Rights Respecting School Award accreditation.
- Align diversionary programmes across Sports, Arts and Libraries.
- Continue to work with partners to support children and young people with additional support needs into all Sports Development programmes and local sports clubs.
- Continue to support staff to deliver Bookbug in the home.
- Develop multi-discipline arts projects in other areas of the authority.
- Continue to mainstream equalities in the work of all educational establishments.



Achievement

East Renfrewshire remained the highest performing authority in the key indicators at Levels 5 and 6 in 2013 SQA examinations. The results that the young people achieved in their national examinations this year were superb, with our schools achieving their highest ever examination results and every school recording year-on-year improvements.

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 continue to perform well. The inspection report on Mearns Primary School was outstanding, achieving excellence in four out of the five indicators with the nursery rated as excellent in all areas. The inspection report noted that, "The quality of children's learning and achievement is outstanding." The follow through inspection of Mearns Castle High School indicated that attainment and achievement continued to be excellent in the school.

The authority's Recognising Achievement and Raising Attainment strategy continues to guide and support our schools to celebrate achievements. Working to achieve a variety of awards helps 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 6 years:

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

Young people's achievements are 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 Conveners' Awards for outstanding achievement recognised 52 young people or groups across the council.

The awards were for:

- achievement in sport or cultural activity at national or international level
- community service and/or volunteering
- individual and group citizenship projects that make a difference within schools, the local community and globally
- overcoming significant barriers to learning.

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

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Vocational education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for work. By the end of school session 2012-13 a total of 234 pupils had successfully completed and passed vocational courses across a range of qualifications from SCQF Level 3 through to Higher, Grow, Cook and Eat at Access 1 through to culinary arts at BIIAB Level 1, Fashion and Design at Intermediate 2 and Higher through to Fashion Brand Retailing to University Level 1, Sound Engineering at Intermediate 2 and Higher, Skills for Work Uniformed and Emergency Services at Intermediate 1 and Vehicle Maintenance at City and Guilds Level 2.

To continue to be the highest attaining mainland council area as measured by national examinations

Performance in National Examinations (SQA)

East Renfrewshire remained the highest performing authority in the key indicators at Levels 5 and 6 2013 SQA examinations. The results that the young people achieved in their national examinations were excellent, in particular:

- Young people in S4 achieved the highest ever results at SCQF level 5 (Intermediate 2). 70% of the year group achieved 5 or more qualifications at this level or better, up from 68% in 2012.

- Barrhead, Eastwood, Mearns Castle and Woodfarm High Schools had their best ever S4 performance at Level 5.
- Almost all S4 pupils in St Luke's High School (99%) achieved 5 or more awards at Level 3 or better.
- The Higher results for S5 pupils were the best ever with significant increases in all measures – an increase of around 7%. Of the original S4 roll, 39% achieved 5 or more Highers compared to 32% at the pre-appeal stage in 2012.
- Over three quarters of the original S4 roll achieved at least one Higher in S5 and 59% achieved 3 or more Highers.
- Mearns Castle, St Ninian's, Williamwood and Woodfarm High Schools achieved their best ever S5 performance for 5 or more Highers. Commendably, more than half the 5th year pupils in St Ninian's and Williamwood High Schools achieved 5 or more Highers.
- Barrhead, Eastwood, St Ninian's and Williamwood High Schools had their best ever results for 3 or more Highers at S5.
- At Advanced Higher in S6, the authority continued a strong performance with 30% of young people achieving 1 or more awards.

The authority is on track to achieve all the 3-year average targets (2012-2014) that had been set at Intermediate 2, Higher and Advanced Higher levels.

Compared to nationally defined similar schools across Scotland, all of East Renfrewshire's seven secondary schools generally performed in the top 25% against their comparator schools and were often the top school in their group.

St Ninian's was the highest performing mainland state school in Scotland for 5 or more Intermediate 2 awards in S4 and the highest performing state school for 5 or more Highers in S5.

Williamwood was the highest performing state school in Scotland for 1 or more and 3 or more Highers in S5.



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

Higher levels of parental engagement in their children's learning and in the life of their school

According to parental and carer questionnaires issued in 2012-13, 91% of parents in East Renfrewshire agreed that they were kept well informed of their children's progress. 85% stated that the school actively sought out their views and 79% stated that the school took account of these. 72% of parents stated that they had a say in how to improve the school.

Parental Involvement Strategy

A revised Parental Involvement Strategy described how the Education Department, schools and partner providers plan to give parents the opportunity to express their views and have these taken into account. Parental Involvement Co-ordinators in schools continued with their strategic role in driving forward engagement and involvement with parents, families and other agencies. Parents have been involved in a range of activities, including school improvement planning, policy formation and curricular workshops.

Quote from parent:

"Interesting curriculum workshops, projects and home link initiatives, support parents to become more involved in their children's learning."



Parenting Strategy

East Renfrewshire Council launched a Parenting Strategy which reflects local needs and sets out a tiered approach to providing support to those who parent our children and young people. As part of the strategy a "Family Friendly" accreditation programme was introduced and all pre-five establishments and partner providers self-evaluated their approaches and continue to develop how they work with and support parents.

Parent Council Chairs' Forums

Parent Council Chairs' Forums take place three times a year and are chaired by the Convener for Education and Equalities. The forums provide opportunities to share and broaden good practice. Ongoing support for Parent Council Chairs this year included recruitment and selection training.

School Handbooks

School handbooks in all establishments were updated to reflect revised Scottish Government Guidance. Handbooks provide a range of school detail including: school contact information, curricular content, assessment and reporting procedures, how pupils are supported with learning and transition as well as policy and practical information. The handbook also dedicates a section to parental involvement and details how parents can become involved in the life and ethos of the school. The handbook is presented in an easily accessible format, with photographs to support text. All handbooks are available electronically on schools' websites.

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. Through programmes such as the "Cardboard Box Story Tellers" parents worked with their children, learned new skills and built their confidence in supporting their child's learning. Feedback from parents who took part in the groups and classes was very positive.

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.



Quotes from parents:

"The sessions have made me more confident to help my child with homework."

"I found the whole course full of wonderful ideas that I am using to help my child learn in a fun way. I would recommend this."

"We had fun making the story at home and it was amazing to see him so interested. I loved it too. I want to do another one with him."

Improved attainment in the senior phase by ensuring that pupils are presented at the most appropriate level in national examinations

Ensuring that secondary school pupils are presented at the most appropriate level in national examinations has been a focus of improvement for Head Teachers and senior managers since 2007. The impact of this has been:

- Since 2007 the proportion of S4 pupils presented at Intermediate 2 has increased from 67% to 77%. There was a 1% increase in the percentage of pupils presented at Intermediate 2 from 2012 to 2013. There was an increase in the proportion of pupils achieving an A-C award from 90.4% to 94.7%.
- The proportion of S4 pupils achieving an A-C award at Intermediate 1 has increased from 81.9% in 2007 to 88.5% in 2013.
- Schools have seen an increase in the proportion of pupils achieving 8 or more Intermediate 2 awards from 33% in 2007 to 46% in 2013. There was an increase in the percentage of pupils achieving 8 or more A awards at Intermediate 2 from 11% to 20% during the same period.
- In 2012 31% of S4 pupils in St Ninian's High achieved 8 or more A awards at Intermediate 2, up from 17% in 2007.

- 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 141 in 2013 with significant improvements in 5 schools.
 - The number of young people achieving 3 or more Advanced Highers rose from 27 in 2007 to 57 in 2013.

Improved reading, writing and mathematics attainment throughout the years of a broad general education

Baseline Performance

From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2012-13 the average raw score in numeracy increased from 48% to 57% and in literacy increased from 53% to 61%.

Curriculum for Excellence Assessment 3-15

East Renfrewshire 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**.



Our children (under 5) are healthier and reach the highest attainable standards in education.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement



In 2012-13, 87.3% of primary pupils achieved the appropriate levels in reading, up from 84.5% in 2011-12. 82.1% of pupils achieved the expected levels in writing, up from 79.6% the previous year. Mathematics attainment increased by more than 2% from 84.9% in 2011-12 to 87.1% in 2012-13.

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 their 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 five years.

As these targets are on-going, it is expected that progress will be over an extended period of time. To date, three 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, especially of looked after children

There has been very good progress in this area. The percentage of primary pupils in the lowest attaining group achieving the expected levels increased in reading, writing and mathematics.

In reading the percentage increased from 48% in 2011-12 to 57% in 2012-13, in writing it increased from 40% to 47% and mathematics saw an increase from 44% to 51%. The authority is on track to achieve its three-year average targets (2013-15) in reading, writing and mathematics based on the proportion of the lowest attaining primary pupils achieving the expected levels.

In 2013, 7% of S4 East Renfrewshire young people were in the lowest performing 20% as defined nationally, down from 8% in 2012, and 10% below the average of comparator authorities.

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 6.7% in 2013. The Education Department is on track to achieve its 3-year average target (2012-14) of 8.5%. Six out of seven secondary schools are on track to achieve their school specific target.

There was a small gain in the proportion of S4 looked after pupils who achieved 5 or more awards at Level 4 from 41% in 2012 to 50% in 2013. The performance of this group at Level 3 was similar to the previous year, however no looked after S4 pupils achieved 5 or more awards at Level 5.

There was an increase in the percentage of S5 pupils presented at Intermediate 2 achieving A-C awards from 67.6% in 2012 to 74.6% in 2013.

Systems which will enable schools and services to provide formal recognition of achievements of learners and participants

According to teacher questionnaires issued by the department in 2012-13, 99% of teachers in East Renfrewshire stated that they supported pupils to demonstrate personal achievements. 79% of pupils agreed that they had opportunities to do so.

Schools have been developing more robust systems to formally record, recognise and celebrate the personal achievements of children and young people, both in and out of school.

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

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

Formal Recognition of Achievements of Learners

All S3 pupils completed an S3 profile to mark the completion of their 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 complemented SQA certification and records of attainment.

All P7 pupils completed a profile to recognise all accomplishments at the end of their primary education. The profile provided robust information to ease 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.

“Children articulated confidently their involvement in the life of the school and community and spoke very positively about their learning experiences, opportunities for sharing their learning and recognition of their achievements.”

**HMIE Follow Through Report:
Uplawmoor Primary School
September 2012**

“The school worked very effectively with parents, partners and the community to promote children’s wider achievements, which was having an impact on children’s skills for learning, life and work.”

**HMIE Follow Through Report:
Thornliebank Primary School
October 2012**

“The school had developed and maintained a database of school awards, participation in school committees and after school clubs. The school offered a range of after school clubs based on pupils’ interest. The school encouraged pupil participation in after school clubs. The school had started to track individual pupil achievement.”

**HMIE Follow Through Report:
Calderwood Lodge Primary School
October 2012**

E-portfolios

All schools continued to take forward e-portfolios with pupils leading to a profile. Following Barrhead High School’s involvement in a pilot regarding S3 profiles with Education Scotland, the school’s work was Quality Marked as an outstanding example of the way S3 profiling should be taken forward. The work of the school was shared at a national seminar.

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

Vocational Education

The school vocational 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. This year more than 360 pupils took part in 24 different courses on the programme.





Building Community Sports Capacity

Sports Services supported teachers, coaches, sports leaders and volunteers to improve their coaching ability and knowledge in a positive and informative learning environment. In total 1313 individuals, an increase on last year's attendance, progressed through the variety of learning programmes during session 2012-13.

Football Development coordinated extensive education opportunities in conjunction with key partners at the Scottish Football Association. The programme was delivered for those wishing to work with children, youths and adults. A total of 993 candidates attended these training courses, an increase on last year's attendance of 455.

Quote from a Soccer Centre Coach:

"Just to pass on my thanks for the weekend's course. I found it very helpful and has given me numerous ideas on how to improve as a coach. The drills and all your expertise was greatly appreciated. It will ultimately benefit all the boys I coach and hopefully in turn improve them as players. Your and the team's knowledge lead to an invaluable learning experience."

Sports Leadership Programme

Senior pupils from East Renfrewshire schools participated in a range of sports leadership opportunities including Sports Leaders UK courses, ASDAN awards and Higher qualifications in Sports Development. Sports training led by a number of experts in the world of sports coaching in athletics, rugby and cricket gave the pupils a variety of skills and numerous coaching techniques to use when working alongside Physical Education staff in local schools and in the community.

Young Ambassadors

The London 2012 legacy programme has thrived in East Renfrewshire through the introduction of the Young Ambassador programme. 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.

Two pupils from Barrhead High School were selected as Young Ambassadors due to their sporting talent, and more importantly, their exceptional commitment and ability as young leaders and volunteers. The programme enabled them to develop and demonstrate key skills such as communication, organisation and team work through the organisation of a basketball festival for primary pupils from local schools alongside the Active School Coordinator for the Barrhead cluster.

Quote from Active School Coordinator:

"All the pupils attending the festival had a great time and they loved having the Young Ambassadors there on the day."

Young Ambassadors from Eastwood High School set up a sports council within the school and organised a lunchtime project which supported targeted S1 and S2 pupils to increase their skills and confidence in Physical Education.



We will ensure that all culture and sport programmes and activities will be delivered by qualified and competent staff.

Education Department: Service Standards

Young Volunteers - Library Summer Reading Challenge

This year, for the first time, East Renfrewshire libraries ran a pilot volunteer programme in Giffnock Library for 11-17 year olds. The volunteers were recruited from Woodfarm and St Ninian's High Schools. Having young volunteers in our libraries during the summer allowed them to act as role models and help children progress through the summer reading challenge by providing individual attention and support to our younger readers and helping them enjoy reading more.

The volunteer programme provided young people with a quality volunteering experience which improved their confidence and skills to help them move into employment or further and higher education. It also aimed to open their eyes to the value of reading and libraries.

The volunteers arranged a medal and certificates presentation in Eastwood Theatre to present all the young readers with their medals and certificates. The volunteers were presented with Reading Activist awards by Councillor Montague.



Quotes from Young Volunteers:

"I'm enjoying working toward my Saltire Award, giving me experience which will hopefully help me get into university."

"It has made me more confident working with younger children."

"Volunteering has made me more confident, I had to deal with queries from parents and younger children and I felt able to speak to them."

"I feel more able to approach and be able to speak to both parents and young children."

Quotes from Young Volunteers' Parents:

"She has developed a grown up attitude towards everything along with a sense of responsibility since volunteering."

"I am happy that she has become more confident and has engaged with younger children but has also been able to engage with their parents."

"His confidence has grown and the opportunity has given him an introduction to the world of work."

"I'm glad that he has been able to contribute to his community."

"This summer volunteering has brought books back to the fore for him as he is now reading more."

Employability Groups

Employability groups across the authority facilitated easy access to learners in their local area. Excellent relationships with colleagues, partners and learners were built to continue to provide and improve a relevant quality service.

The number of learners has consistently increased with a total of eighty-six learners this year, including nineteen English for Speakers of Other Languages (ESOL) students receiving support to improve their employment skills and work towards their goals. Six learners have secured employment and a further six are now volunteering.

Quotes from participants:

"It is helpful, folks are realising if you're over 50 folks don't know how to use computers. It helps you to do job searches as everybody needs to know how to do this. It also helps me to know how to book holidays and keep up to date with the news."

"I attend adult learning as they are very helpful and help me with job search and how to send an email. They are very friendly and I have learned a lot since I have been coming here. I have completed a few applications forms and also had an interview in Glasgow city centre as a cleaner."



An improvement in learners' performance in course work

Returns from the 2012-13 questionnaires showed that 89% of staff stated they regularly asked for pupils' views on how their learning experiences could be improved. 91% of pupils stated that teachers shared learning intentions and success criteria in lessons, 72% confirmed they had a say in making their learning experiences better and 69% reported they had opportunities to plan their own learning.

Maths Champions

Following the Numeracy and Mathematics Thematic Review, the Quality Improvement Service devised an action plan to address the recommendations outlined in the report and worked closely with schools across the authority to support them to make improvements to practice. As part of the action plan, a Maths Champions programme was developed, participation in which enabled staff to offer CPD, support and advice in learning and teaching in numeracy and mathematics. Maths Champions were identified in all primary and special schools and attended three sessions. Evaluations indicated that 78.9% of participants felt that the three sessions were excellent and 19.7% very good. A Glow Group was developed for all Maths Champions which provided access to CPD resources and offered ongoing support and advice.

Quotes from Maths Champions:

"Excellent course offering concrete strategies and providing the opportunity to meet and share ideas with fellow teachers in other schools. Terrific."

"This CPD has been outstanding. I have gained knowledge and confidence and am looking forward to taking maths forward in my school."

"All three sessions were extremely helpful and have allowed me to assist the staff in my school with lots of things. Resources have been great and used very successfully in my class."

"Great course, learned lots. Feel refreshed and rejuvenated."

Science Champions Initiative

The East Renfrewshire Science Champions Initiative, in partnership with Scottish Schools Education Research Centre (SSERC), involved over thirty primary teachers in three days of initial residential training and a further two days of recall. From August 2013 a further ten secondary teachers will participate in cluster workshops around transition in science.

Key features emerging were:

- Shared vision emanating from a science champion in every school acting confidently as an agent of change.

- Increased confidence and rigour in the delivery of the experiences and outcomes in the sciences as a result of high quality training.
- Encouraging more strategic reasoning from learners through open-ended investigation.
- Teachers setting higher expectations and ensuring learners meet these expectations.
- Encouraging and ensuring learners self and peer assess their own learning.
- Awareness by learners of their next steps and how to improve.

These courses were highly evaluated by East Renfrewshire participants and SSERC and were subject to external evaluation. East Renfrewshire was unique through the involvement of all schools.

"Staff have worked closely together and with their associated schools groups to help ensure continuity and progression in learning from nursery to P1 and from P7 to S1. In particular, the collaborative approach to developing the science programme led by the principal teacher and Science Champions is an example of very good practice."

**Education Scotland Report:
Mearns Primary School August 2013**

“Overall, learners’ experiences were very good. Learning and teaching approaches offered a good balance of active learning, direct teaching and group work and were well paced. The approaches were related to the experiences and outcomes of Curriculum for Excellence (CfE). Teachers’ explanations and instructions were clear. Effective questioning was used to encourage children to think about their learning. Teachers shared learning intentions and in best practice success criteria was discussed and agreed with children. Staff were providing more frequent opportunities for children to self and peer assess. Where observed, plenary sessions provided opportunities for children to share their learning with others.”

**HMIE Follow Through Report:
Uplawmoor Primary School
September 2012**

“The quality of children’s learning and achievement is outstanding. In the nursery, children are highly motivated.”

“Across the primary stages, children enjoy school and have very positive attitudes to learning.”

“Children research information effectively and are learning to identify reliable sources of information. They create high-quality pieces of text for a range of different purposes, including scientific reports and poetry.”

**Education Scotland Report:
Mearns Primary School August 2013**

Health and Wellbeing 3-18 Curriculum Impact Assessment

East Renfrewshire was one of four authorities visited by Education Scotland as part of a Curricular Impact Assessment for Health and Wellbeing designed to gauge the impact of a changing curriculum on learners’ experiences and achievements. The focus was on areas of health and wellbeing that are the responsibility of all. Arthurlie Family Centre, Madras Family Centre, Carlibar Family Centre, Isobel Mair School and Family Centre, St Mark’s Primary School, St John’s Primary School, St Thomas’ Primary School and St. Luke’s High Schools all received very positive comments following

visits from members of the team. Examples of current effective practice in health and wellbeing were highlighted in Partnership in East Renfrewshire, Career-long Professional Learning in the St Luke’s cluster and Learners’ Voice in Madras Family Centre.

Quote from the Health and Wellbeing 3-18 Curriculum Impact Report: Examples of Effective Practice – Partnership

“Within each school or centre, a member of staff who is designated as Health and Wellbeing Co-ordinator leads developments within that establishment. These co-ordinators come together regularly to share practice and discuss progress in health and wellbeing across the authority. The impact of this system is the shared high expectation of learning and teaching in health and wellbeing across East Renfrewshire.”

Adult and Family Learning Service

The Adult and Family Learning Service encouraged learners to progress to SQA qualifications. An SQA ESOL course was delivered in partnership with Langside College. Eleven learners gained the qualification and three progressed to further education.



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



What are we going to do now?

- Continue to support clusters and schools to implement Curriculum for Excellence.
- 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.
- Provide support to senior staff in schools in using 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.
- Provide CPD and support to senior staff and teachers in using tracking and monitoring tools, particularly in combination with standardised tests.
- Continue to support and challenge schools to develop systems for the recording, reporting and celebration of the personal achievements of all children.
- Continue to support schools to raise the attainment of the lowest attaining 20%.
- 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.
- Ensure strong transition in science education from pre-five to Primary 1 and from Primary 7 to S1 in every cluster.
- 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.
- Continue to support schools and Parental Involvement Co-ordinators in implementing the Parental Involvement Strategy and the Parenting Strategy.
- Ensure that P6-S1 pupils have the opportunity to take part in a Physical Education, Physical Activity and Sport Leadership experience.
- Promote Positive Coaching Scotland to all newly qualified teachers, staff new to the authority and parents.
- Offer the Young Ambassadors and Lead 2014 programmes in all secondary schools.
- Develop teen events in partnership with the young people recruited as volunteers in the libraries.
- Continue to offer our adult learners participating in SQA employability courses the opportunity to achieve an accredited qualification.
- Refresh our approaches to Pupil Support in all school sectors.

Ambition

The department and its schools and services continue to have high expectations in terms of their delivery and securing the highest possible outcomes in attainment and achievement.

In Mearns Primary School Education Scotland Inspectors reported that, “Staff have a shared understanding of their responsibility for improving children’s learning. They have high expectations of what children can achieve and are fully committed to continually reviewing and improving the work of the school to support children to achieve success.” The inspection found that, “Children benefit from an extensive range of learning experiences beyond the classroom. They have a strong understanding of global citizenship and respect for other cultures as part of the school’s activities to maintain its Rights Respecting Schools status and the Connecting Classrooms International Education programme. Children show high levels of leadership skills through their involvement in a wide variety of focus groups, committees and when acting as prefects and buddies.”

Through responses to questionnaires issued to gather the views of parents and carers, pupils and staff, we can see that our schools continue to have high expectations. 91% of our parents and carers tell us their children are encouraged and stretched to work to the best of their ability

and 95% feel their child’s learning is progressing well. When pupils were asked similar questions, 93% reported they were supported and challenged in their learning and 81% stated that staff spoke to them regularly about how to improve their learning.

Responses to questionnaires also give evidence that our schools are supporting children and young people to become more confident. 96% of parents confirmed this and 83% of pupils agreed.

To ensure we support our staff to develop their own skills in improving learning experiences through Curriculum for Excellence, our schools and Quality Improvement Team offer a broad range of Continuous Professional Development (CPD) opportunities.

In the follow-through inspection of Uplawmoor Primary the Quality Improvement team highlighted:

- The implementation of Glow had been taken forward at school and cluster level. An extensive programme of high quality CPD in the use of Glow was delivered and the Principal Teacher continues to support staff and pupils very well. The development work had impacted on the creation of class Glow groups to enhance learning and teaching.

and in the follow-through inspection of Thornliebank Primary School:

- Children with additional support needs benefit from high levels of support in class. Commendably, the school had planned internal CPD sessions for Pupil Support Assistants, which was supporting PSAs to effectively carry out their role.

Leadership is crucial in developing high expectations and ambitions for pupils. We continue to support schools to develop leadership opportunities. In responses to questionnaires, 93% of parents felt that schools were well led. 88% of staff indicated that leadership at all levels was effective.

The Education Scotland inspection report on Mearns Primary School confirmed this, stating, “The head teacher provides outstanding and inspirational leadership. She has put in place a wide range of activities to gather information about the quality of learning, teaching and achievement across the school. Consequently, she has a clear understanding of the school’s strengths and areas for improvement.” The impact of leadership at all levels across the school was also identified as a key strength.

Uplawmoor Primary School’s follow through report identified a key strength as, “The strong commitment of the staff, who worked very well as a team and welcomed opportunities to exercise leadership through their involvement in working groups, participation in professional dialogue, peer learning visits and professional development activities at school and cluster level.”



More of our residents have the skills needed for employment.

Local Outcome: East Renfrewshire Council’s Single Outcome Agreement

Through the 18th Citizen's Panel Report, published in March 2013 we can see that the residents surveyed about their levels of satisfaction with the quality of provision continue to be very positive about the services provided by the Education Department:

Priority	2008	2009	2010	2011	2012	2013
Primary education	98%	99%	100%	96%	100%	100%
Secondary education	98%	96%	97%	94%	97%	96%
Nursery education	94%	95%	97%	96%	96%	100%
Special needs education	-	-	92%	88%	-	-
Libraries	94%	94%	97%	95%	98%	98%
Theatres/Arts	-	-	87%	84%	96%	92%
Sport and leisure facilities	78%	80%	86%	84%	86%	79%
Adult education/training	87%	87%	85%	77%	95%	88%

Further analysis within the 18th Citizen's 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 and libraries. 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.

An ethos of high expectations and achievement in every school and service.

According to pupil questionnaires issued by the department in 2012-13, 79% of young people in East Renfrewshire agreed that they had opportunities to celebrate their personal achievements.

Eco Schools Award

A total of thirty-one schools and pre-five establishments have now been successful in attaining or maintaining Eco Flag status 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.



Our local people live in an attractive natural and built environment that is sustainable and enhanced for future generations.

Local Outcome: East Renfrewshire Council Single Outcome Agreement



High quality and highly evaluated training on the Eco Schools Award process was provided for pre-five, primary and secondary teachers, including all newly qualified teachers.



Library and Information Services Customer Service Excellence

The library service enjoyed their best ever performance during their annual Customer Service Excellence accreditation. The assessor identified six sector leading areas of “compliance plus”, including the following; high levels of consultation with customers and awareness of their needs, working with hard to reach and disadvantaged groups, staff development and partnership working. The assessor also praised the new library projects in Giffnock and Barrhead, stating how they “can breathe life into their communities and enrich the lives of customers by offering social and cultural benefits and encouraging local regeneration”.

“The service was found to have a deep understanding and a commitment to Customer Service Excellence. The commitment was found from senior management levels through to operational and front line staff.”

Customer Service Excellence Assessment Report

Quote from Councillor Mary Montague, Convener for Community Services and Community Safety:

“East Renfrewshire’s libraries are absolutely first class so this award is very well deserved. Our libraries offer users so much more than just books to borrow – there is an incredible range of services available, so it’s little wonder they are so well used and well-loved. My congratulations go to all the libraries staff who have contributed to an outstanding report from the external assessor – and my thanks for providing such a wonderful service for our residents.”



Our local people live in an attractive natural and built environment that is sustainable and enhanced for future generations.

Local Outcome: East Renfrewshire Council Single Outcome Agreement



Willow Sculpture Project

The Arts Service worked with St Luke's High School's art department and third year students to create a display for the school library to represent and celebrate every subject area of the school. Having attended an Arts Service CPD on willow sculpture, the art teachers were enthusiastic about using this technique.

The students worked with visiting artists to develop their ideas on how to visually represent each subject area. They had the challenge of working three dimensionally while ensuring structures were well engineered as well as aesthetically pleasing and on a scale they had never previously encountered.

The sculptures were successfully displayed in the school library. An opening ceremony was held where the students' achievements were publicly acknowledged.

A curriculum which enables all children, young people and adults to be successful learners, confident individuals, responsible citizens and effective contributors to school, locally and internationally to society and at work

Statistics from questionnaires issued by the department in 2012-13 stated that 83% of pupils agreed that the school helped them to become more confident. 96% of parents agreed that the school helps their child to be more confident. 94% of pupils stated that staff expected them to take responsibility for their own work in class.

Pre-Five

In all pre-five establishments children made strong progress in their learning. Children were involved at the beginning, in the planning stage, with their views, opinions and ideas used to make sure the curriculum was meaningful and relevant. Children talked confidently using descriptive vocabulary in their conversations with each other, staff and visitors. They were challenged through a variety of learning experiences, indoors, outdoors and beyond. Outdoor learning provided an exciting and innovative approach to the development of problem solving and life skills, physical agility and the ability to make decisions.

Staff had high expectations for learning and encouraged children to do also. Staff were skilled at creating learning experiences across the broad general education and children's skills and knowledge were developed as a result.

"The quality of children's learning and achievement is outstanding. In the nursery, children are highly motivated. They settle quickly at the beginning of each session and participate enthusiastically in their chosen activities. Children take responsibility for their learning through talking with staff and contributing to "mindmaps". They show high levels of independence when investigating and solving problems, for example, at the mud kitchen and woodwork bench".

**Education Scotland Report:
Mearns Primary School August 2013**



“Outdoor learning opportunities provide rich stimulating investigations including nature study in the garden and exploring in the woodland. Children are developing problem solving skills, working together to make dens and build outdoor fires as “Woodland Warriors”.

**Standards and Quality Report:
Hazeldene Nursery 2012-13**



A comprehensive training programme was provided by the authority in partnership with Speech and Language Therapists (SALT) to staff in Arthurlie Family Centre, Busby Nursery Class, Carlibar Family Centre, Madras Family Centre, Mearns Nursery Class and Thornliebank Nursery Class on “Building Emergent Literacy in Early Childhood Settings”. All sessions were interactive and staff commented positively on the impact the training had on their interaction with children.

Quote from participant:

“I learned to read with, not to the children – encouraging children to join in and give their opinions and suggestions.”

CPD for Curriculum for Excellence

Just over 500 practitioners across all sectors, predominantly primary and pre-five, participated in high quality training on assessment and quality assurance. The training built upon the East Renfrewshire Council and Tapestry Teacher Learning Communities initiative and was highly evaluated by participants. The training impacted on practice in terms of curriculum planning and the integration of assessment with on-going approaches to learning and teaching. Teacher professional judgement and confidence related to learner attainment of experiences and outcomes in CfE has greatly improved. Further comprehensive training was planned and implementation commenced around moderation activity for schools, clusters and across the authority.

Quotes from teachers:

“It makes assessment seem more manageable because you can continually assess using criteria.”

“Found this experience completely clear, enlightening and totally motivational; particularly as a teacher of some years returning to the process of re-thinking the delivery of the curriculum and all it entails.”

“Highly approachable presenters. Full of enthusiasm and practical ideas to use in the classroom.”

“Today’s session has informed how we will move forward as a school, in terms of assessment and moderation and how it effects planning.”

“My planning and learning and teaching approaches will be much more focused. Time will be used more effectively.”

Modern Languages Thematic Review

The Modern Languages Review carried out in October 2012 showed that most children and young people in East Renfrewshire were motivated and engaged in their learning. In best practice, differentiation and effective groupings matched the learning activities to pupils’ needs with ICT used effectively to enhance learning and teaching. Almost all schools were effectively deploying Foreign Language



At all stages, learners should understand that assessment will support them in their learning and help them develop ambition to learn in increasing breadth and depth.



Assistants to support language learning and increased cultural awareness and pupils had a range of opportunities to listen to, and speak in, the language being taught. Formative assessment strategies were being used which allowed pupils, and teachers, to reflect on the learning taking place and to determine next steps.

The Quality Improvement Service devised an action plan to address the recommendations outlined in the report and is working closely with schools and centres to implement these.

National Assessment Resource (NAR)

The Education Department produced two further exemplars for the NAR, the national online assessment system, one from Kirkhill Primary School and another from Madras Family Centre, both of which were awarded the Quality Mark.

In Kirkhill Primary School three classes from P5, P6 and P7 were involved in a project which focused on a modern languages experience and outcome at second level. This was an excellent exemplar which allowed staff to see progression within a level and link this to the transition to third level.

Madras Family Centre focused on building professional judgements through moderation within a mathematics outcome in the early level. Progression in learning was clearly demonstrated as learners continued to establish and create their own patterns.

New National Qualifications

Just over forty nominees across almost all secondary subject areas and several curricular Quality Improvement Officers (QIOs) participated in SQA training related to internal assessment and national standards. The Education Department worked in partnership with the SQA to promote specialised subject training for one member of staff across all departments and all ERC schools to deliver the new Higher in session 2015-2016. Senior staff in all secondary schools and Isobel Mair School have been regularly informed about national developments. Local CPD was organised for Principal Teachers and subject specialists using nominees, targeted initially at internal assessment arrangements surrounding the implementation of National 1 to National 5 qualifications.

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. Over 24,500 accounts have been created in Glow for staff and pupils in East Renfrewshire, an increase of 9.5% on last year's total. Over 7,000 Glow Groups have been created, an increase of 34% from session 2011-12. Several of our schools featured prominently on the national Glow Light screen, celebrating their successes. These included images of snowmen made by Primary 3 pupils from Springhill and Auchenback Primary School, staff and pupils from Woodfarm High School on their World Challenge Expedition to Ghana, Primary 4a from Giffnock Primary School enjoying experiencing life in medieval times during their visit to Stirling Castle and St Luke's High School on their numeracy excursion to New York.



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

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.



Confucius Classroom Hubs

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 had another very successful year with Mandarin taster sessions for three of our secondary schools and Primary 7 pupils in nine of our primary schools.



An increased number of senior pupils received SQA awards in Mandarin and pupils from those participating secondary schools took part in the annual summer school in Beijing where they had the opportunity to visit Chinese schools and further develop their skills in Mandarin.

Pupils showcased their learning at a Confucius event for parents and staff. The event was a great success and was attended by local councillors and representatives from the national body for Confucius Hubs in Scotland.



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 short-list of nominated books is chosen in April 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 short-list.

School librarians in East Renfrewshire's secondary schools have been shadowing the Carnegie Book Award with pupil book groups since 2003. All seven secondary schools 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.

The scheme has grown in stature and the number of pupils involved has increased. This year for the first time Primary 7 book groups were also included. Over 140 pupils took part in the shadowing scheme this year.



A Look at the Past

The library service, in collaboration with Our Lady of the Missions Primary School, created a course for Primary 3 pupils to enable them to find out about their local area in the past and to develop a wide range of skills using their library's physical and virtual resources.

The course was based around the following outcomes:

- Children have a greater awareness of everyday life in the past.
- Children develop note making skills.
- Children know how books are arranged in the library and where to find history books.
- Children know how to use the library catalogue and Portal to the Past, East Renfrewshire's heritage website.
- Children and school staff know that local history is available in libraries and that there is a specialist heritage service.

The pupils looked at their local area by taking a "history walk" to the library and recorded what they saw by drawing their own maps of the route. They explored and evaluated different sources of historical evidence such as maps and photographs and analysed this evidence to compare and contrast life in the past with the present day.

Quotes from pupils:

"We really enjoyed our visit and loved finding out about Old Giffnock."

"Thank you for letting us come to the library. We learned a lot about the past of our local area. We know now that our local area was not always the same as it is now. Thank you for letting us look at the old pictures you had."



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

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

English for Speakers of Other Languages (ESOL)

In partnership with pre-five establishments and primary schools, sixteen parents successfully completed our ESOL for Parents course. This course enabled parents to improve their English language skills and communicate effectively with their children and the school.

All parents reported that they were able to support their children with learning at home and in the community with seven parents now volunteering to assist in their children's school or pre-five establishment.

A curriculum and culture which promotes enterprising attitudes in all our learners and encourages creativity and innovation

Young Enterprise Scotland

Five East Renfrewshire secondary schools took part in the Company Programme, an initiative run by Young Enterprise Scotland for senior pupils. 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 competed at local and national finals at the end of the academic session.

The regional heat winner, competing against sixteen other schools, was the "Full House Apps" company from St Ninian's High School.

"Full House Apps" came third in the national finals which were held at the Thistle Hotel in Glasgow.

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 Big Bang Scotland

The Big Bang Scotland incorporated the Scottish Council for Development and Industry's Celebration of Engineering and Science for Young Engineers and Science Clubs. This year thousands of school pupils from all over Scotland attended the Big Bang Scotland 2013 event at Glasgow's SECC. Pupils were offered the opportunity to take part in a variety of activities as well as talk to professionals about their careers. Awards were presented to young scientists and engineers, including a group of pupils from St Ninian's High School who earned Scotland's Junior Saltire Prize for their wave powered generator. The St Ninian's High School team built their model and tested it out at Strathclyde University's test tank.

Quote from Rob Orr, Energy Sector Manager, Skills Development Scotland:

"They showed tremendous insight, inventiveness and imagination".

A positive culture in health and well being and sustainability in every school and service

In questionnaires issued by the department in 2012-13, 67% of pupils in East Renfrewshire agreed that their school encouraged them to make healthy food choices. 74% of pupils stated that they took part in out-of-class activities and school clubs while 84% of pupils stated that they knew what out-of-school activities and youth groups were available in their local area.

"In East Renfrewshire, partners are seen as key in working with establishments to ensure that they know their learners and families well and the particular challenges they face. This knowledge from partners, along with the views of parents, children and young people, informs school and centre improvement planning for health and wellbeing. These individual school and centre plans are used as the basis for developing cluster health and wellbeing plans."





Planning for Choices and Changes

As part of a cluster learning and development opportunity, a group of practitioners from the St Luke's cluster schools collaborated to produce a line of development from early to fourth level within the Health and Wellbeing Planning for Choices and Changes organiser. Staff looked at the world of work, possible career pathways and the types of skills these would require.

"As a result of this work, all staff involved felt they gained a far greater understanding of how the experience/outcome might look at the different levels. They felt they could now provide more meaningful and relevant experiences to achieve the outcomes. This cluster project was also viewed as a valuable opportunity for practitioners from different sectors to work together, creating strong partnerships and a meaningful context for professional development which would impact on learners at all levels. A comprehensive programme for skills development has been produced, where learning at each stage builds progressively on children and young people's previous experiences."

Effective Practice in St Luke's Cluster: 3-18 Health and Wellbeing Impact Report

"In this centre, effective learner voice and engagement is achieved through a variety of methods, including their involvement in Eco and Health and Wellbeing committees. The membership of these groups is through nominations and these are revised on a term-by-term basis, when children and staff put forward suggestions for new members. Those children who are not part of the committee can and do choose to attend meetings as visitors any time they wish to find out more about the work of the group. These approaches ensure that every child gets the opportunity to contribute directly to activities going on over the course of the year."

Effective Practice in Madras Family Centre: 3-18 Health and Wellbeing Impact Report Health and Wellbeing Training

Staff including experienced and newly qualified teachers, pupil support assistants, Adult and Family Learning and childminders were supported in the delivery of Health and Wellbeing in the curriculum through quality training experiences whether offered centrally or in response to needs identified by specific schools, services or clusters. Training available included Relationships, Sexual Health and Parenthood, dealing with stress, mental and emotional wellbeing and the importance of sleep. Some workshops were devised specifically for groups of young people such as strategies for dealing with exam stress. The department will be one of the first to offer Scottish Mental Health First Aid training specifically for adults working with eleven to seventeen year olds.

Best Education Catering Performer in the UK

East Renfrewshire Council's school lunch service won the Best Education Catering Performer in the UK award at the Association of Public Service Excellence Awards 2012.

Judges looked at a number of criteria, including the uptake of school meals, the average spend per head, the daily charge, how many meals are produced per hour, the sustainability of the ingredients and staff training.

Individuals are enabled to find solutions personalised to their support needs and aspirations.

Intermediate Outcome: East Renfrewshire Council's Single Outcome Agreement

The award follows a number of new nurturing initiatives introduced by the school catering team including:

- Cashless catering service, which means pupils don't have to carry money and parents can now pay online.
- Restaurant-style service, where tables are set with cutlery. Bread, crudités and fruit are also placed in the centre of the table for sharing.
- Children are given proper plates rather than plastic airline-style food trays.
- Food is pre-ordered and younger children are served at their tables by staff. Older children order direct from the servery.

These changes have resulted in an increase in the uptake of school meals to 57% and have led to a significant reduction in food waste. The uptake of free school meals by those pupils entitled to them is high, at 90%.

A total of sixteen other local authorities have now visited East Renfrewshire Council to see the award-winning service in action.

Quote from Mo Baines, Principal Adviser for the Association of Public Service Excellence:

"The awards are based on best performance in a range of performance indicators that are examined by independent assessors and are a mixture of productivity, cost and customer satisfaction. East Renfrewshire Council have scored well across this range of indicators in order to take the award."

Quote from Councillor Elaine Green, Convener of Education and Equalities:

"This is a terrific achievement by our school catering team and this recognition is very well deserved. East Renfrewshire Council is leading the way when it comes to its school meals service and the results - a significant increase in the number of children enjoying nutritious lunches in a supportive setting - speak for themselves. We are delighted to receive this nationwide recognition and it is testament to the great commitment and effort shown by our staff."

Positive Coaching Scotland

Sports Services continued to support Positive Coaching Scotland (PCS) in all primary schools and community sports clubs. 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 session 2012-13, Active Schools worked with primary schools to ensure all teachers participated in a PCS teachers' workshop.

Active Schools Coordinators attended eleven parent councils' meetings and provided information on the latest PCS developments and each of the three principles: Honouring Our Sport, Redefining the Term "Winner" and Filling the Emotional Tank.

Community Sports and Football Development ensured that all coaching staff participated in annual in-service specifically on PCS and its principles. All coaches and volunteers received and updated their PCS certification this year.

Physical Education Programme

East Renfrewshire Council continued to lead the way in delivering the Scottish Government pledge of two hours of physical education in every primary school and three periods, two and a half hours of physical education, in S1-S4. Schools utilised indoor and outdoor facilities to deliver high quality experiences linked to extra curricular opportunities and local community club programmes.

Parent Legacy

As part of delivering a legacy from the London 2012 Olympic Games, Sports Services hosted an inspirational "Question of Sports" event which was attended by 175 parents and carers. Keynote speakers included Stewart Regan, Chief Executive of the Scottish Football Association, Alan Lawson, President of Scottish Rugby and Tina Syer, Chief Impact Officer of Positive Coaching Alliance (PCA) in the USA. The evening was hosted by Alastair Gray, Executive Chairman, Winning Scotland Foundation.





Festival of Fitness

Around 150 Primary 4 children from the Woodfarm cluster schools participated in a fitness festival organised by Active Schools. The aim of the festival was to show the children that keeping fit and healthy can be fun and enjoyable as well as offering an alternative way of being active.

Braidbar Fitness Pilot

Primary 4 children at Braidbar Primary were involved in a new Fitness Pilot developed by Active Schools. The programme was designed to try and make improvements in children's fitness levels and in turn improve their confidence and self esteem.

Primary 4 teachers delivered ten minute bouts of exercise three times a week in their classrooms, in addition to the pupils' two hours of PE. An after school fitness club was also available.

Children were able to choose the exercises they wanted to do and were involved in assessing their fitness.

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. This session the programme ran in all East Renfrewshire secondary school. The athletes involved this year included Claire Brownlie, Hannah Eccles, Susan Egelstaff, Rab Wardell, Lee McConnell, Donna Hutcheson and Kareena Marshall.



Scottish Sports Awards

Kirkhill Primary School was honoured alongside Olympic heroes Chris Hoy, Andy Murray and Katherine Grainger at the sportscotland Scottish Sports Awards 2012. The school was runner up in the School Sport Award and was the only primary school nominated. Pupils at the school have the opportunity to take part in up to thirteen after school sports clubs including football, netball, athletics, zumba, hockey, rugby, cricket, golf and breakdancing.

Quote from Kirkhill Primary School's Head Teacher:

"It was wonderful. A lot of people came up to us and congratulated on getting through to the final. We've strived to give our pupils from P1-P7 many opportunities to discover their talents and ignite a passion and a love for sport."

Quote from Councillor Paul O'Kane, Vice Convener for Education and Equalities:

"This is a great result for all at Kirkhill Primary. The teachers, pupils and parents should be very proud of their success. I'm confident that the pupils will be reaping the benefits of the staff's dedication to their fitness for the rest of their lives."

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

Adult Learning

Adult Learning supported a group of people in their recovery from addictions to go onto complete their "SMART" training programme. This training allowed them to facilitate group work programmes and host recovery meetings to other residents in our community who are in recovery from addictions. Seven people completed the training and are now cascading the programme to others.

A skilled and confident workforce

Continuing Professional Development

Between August 2012 and June 2013, 222 centrally based courses were offered with 2436 staff attending. Courses covered a range of topics from leadership and management to classroom practice with 87% of attendees evaluating their courses as good, very good or excellent, an improvement on data from 2011-12.

In questionnaires issued by the department in 2012-13, 88% of teachers agreed that they had good opportunities to take part in continuing professional development, and 76% of non-teaching staff stated that they had good opportunities for training.

Professional Update Pilot

The General Teaching Council for Scotland (GTCS) was tasked by the Scottish Government with introducing Professional Update, a scheme of re-accreditation for teachers, which would ensure the highest standards are maintained in Scottish schools. Last session, East Renfrewshire was one of three local authorities which volunteered to be involved, in partnership with the GTCS, in the Professional Update Pilot. 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

Phase One of the pilot involved 20% of our teaching staff. Lessons learned from the pilot within all three councils will inform the national implementation update for all Scottish Education Authorities from August 2014.

"It was clear throughout the validation event that the very well established professional review and development (PRD) processes in East Renfrewshire fit well within the purpose and principles of Professional Update. A number of key strengths were noted:

- Extensive ongoing engagement with the Local Negotiating Committee for Teachers (LNCT) and employees has taken place throughout the development of the PRD processes and the related Professional Update pilot.
- The culture of PRD is well established within the authority and embedded as part of wider systems.
- Coaching is at the heart of the process and extensive training has been provided to facilitate this.
- A number of schools have taken part in CPD thematic reviews, sharing and building knowledge across the authority.
- Emphasis on the impact of CPD on teaching and learning is at the heart of the process with a key focus placed on obtaining evidence and identifying next steps.
- A wide variety of CPD opportunities are available to and undertaken by staff. There is a growing knowledge-sharing culture focused on individual, school and local authority needs.
- There is strong recognition that the Quality Improvement Officer's role has been crucial in the success of the PRD process."

Report of Professional Update Validation Event

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



Newly Qualified Teacher (NQT) Programme

A cohort of 81 NQTs successfully completed their one year induction placement in June 2013. A well established comprehensive training programme began with an induction meeting in June 2012 and ran throughout the school session.

Leadership Development Programme

The Leadership Development Programme aims to help address succession planning to senior management and leadership posts. In session 2012-13, twelve members of staff participated in the programme.

Standard for Headship

This comprehensive leadership training programme was once again provided by the authority to candidates wishing to achieve the Standard for Headship. This was the fifth cohort of candidates to embark on the programme. Six candidates successfully completed the programme and were awarded the Standard for Headship in 2013.

East Renfrewshire Council and Tapestry Partnership

The East Renfrewshire Council and Tapestry Teacher Learning Communities (TLC) programme continued to be very popular with positive feedback from established groups. A bespoke programme to improve learning and teaching through the integration of assessment in line with expectations surrounding Curriculum for Excellence was delivered across all clusters.

Across all sectors, ninety leaders of learning benefitted from face-to-face regular twilight workshops. Almost all took forward a project related to assessment and moderation and quality assurance within their own school. Almost every primary teacher and many secondary and pre-five teachers were involved in a TLC project within their own establishment.

During reviews of schools where Teacher Learning Communities have been established, the difference the work of the groups are making was clearly evidenced, with pupils identifying the strategies as having a positive impact on their learning experiences.

“Commendably, all staff in the school were members of the Teacher Learning Community. Staff were very positive about impact of the Tapestry partnership project on the development of learning, teaching and assessment.”

**HMIE Follow Through Report:
Uplawmoor Primary School
September 2012**

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

Customer Service Excellence

East Renfrewshire Council's Education Department received an outstanding award for Customer Service Excellence. During the inspection process the assessor identified six 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 six 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 is a strong corporate commitment to putting the customer at the heart of service delivery and leaders in our organisation actively support this."

"There appeared to be a real sense of a learning community and the thoughts of all groups within the community were valued."

"The Senior Leadership Team carried out an extensive programme of learning visits across all subject areas which confirmed that the quality of learning and teaching continues to be at a very high level."

HMIE Follow Through Report: Mearns Castle High School March 2013



Investors in People Scotland

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

Following last year's success, this year all schools maintained their IIP Bronze Award and the Education Department itself maintained the Investors in People (IIP) Gold Standard. This level of award is held by only 1% of organisations. The Education Department was recognised for its commitment to continuous improvement in providing the highest quality education and services. The report indicated a number of areas which were deemed to constitute strengths and areas of good practice:

- Performing to the highest level - this is being achieved by developing your people to clearly support the delivery of your service.
- There is a cohesive team who are all prepared to share and develop their expertise.
- Emerging planning for sustainability by looking at Workforce and Succession Planning was evident.
- You seek feedback (both internal and external) in so many ways to improve performance.

- You have a strong culture of empowerment, engagement and consultation.
- You clearly play to people's strengths because you know your people.
- Work Life Balance and Health and Wellbeing is clearly important to you.
- The PRD process is being more consistently applied.

Quote from Investors in People Scotland:

"Congratulations on your Investors in People accreditation. This represents a true commitment to employees and demonstrates a solid foundation of good practice which remains challenging and aspirational for many organisations. This is a fantastic achievement demonstrating an ongoing dedication to your people and a commitment to continuous business improvement."

A consistently high satisfaction level of residents engaging with our services

Reading Groups

East Renfrewshire Libraries continued to support library members share their passion for reading with other like minded people through a network of reading groups. Interest in participating in reading group activities increased considerably. In the last year library staff have facilitated over 155 reading group meetings and have supported a further 202 meetings.

Our workforce is skilled and supported to deliver on our outcomes.

People Outcome: East Renfrewshire Council's Single Outcome Agreement



Reading groups not only offer members the opportunity to exchange their views on books and reading, they also provide a platform to improve reading skills, increase confidence and broaden reading habits and choices and decrease social isolation.

Quote from a participant in the Well Read Book Club:

"I joined a book group, at Barrhead Library, in April 2011 having read little in the previous couple of years. The group has introduced me to a number of authors I would not otherwise have considered and I have found the discussions interesting. Additionally it inspired me to embark on an Open University course which hopefully, will lead to a degree in English Literature. I completed the first part of this in May 2012 and am now starting a second level course – Reading and Studying Literature."



Adult and Family Learning Service

Focus groups assessed the impact of the Adult and Family Learning Service on individuals. The sessions were facilitated by staff with a range of questions which suited all levels of learners. Feedback was very positive.

Quotes from focus group members:

"We collated a booklet of the writing we had done and that was brilliant. It was very exciting and good to see what we had all done. There's no pressure like school."

"I feel I've really achieved something and its great when you realise you are learning. It makes me want to learn more or do something like volunteering."

Tablet-based Technology Awareness Sessions

Since the beginning of 2013 the library service has delivered technology awareness sessions in East Renfrewshire libraries. These sessions made use of different types of mobile devices and were aimed at library customers who were looking for help and assistance with these.

The sessions looked at various different aspects of mobile technology use from accessing WiFi to downloading library eBooks and magazines services. Participants learned about the wide range of online reference resources and about the library app. Although open to all, these classes were particularly targeted at the elderly and digitally excluded.

The sessions have proven to be extremely popular and were regularly fully subscribed. The sessions evolved in terms of content and requests for help from customers had quick responses.

Quotes from participants:

"Info in this session is invaluable to me and lots of older people. Thank you."

"Very worthwhile. Paul was an excellent tutor. Felt quite comfortable during session. Good to chat with other participants. Five stars all round!"

"Paul was superb."

"Very enjoyable and quite explanatory for beginners. I will definitely benefit out of that."



Our customers receive a high level of service from the Council and are satisfied with the services the Council delivers.

Customer Outcome: East Renfrewshire Council's Single Outcome Agreement

What are we going to do now?

- Continue to support pre-five establishments, schools and partners to fully implement *Curriculum for Excellence* integrating assessment with learning and teaching.
- Continue to establish, in everyday practice, a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and verification processes in the senior phase.
- Provide a programme of CPD which meets the emerging developments in the curriculum and reviews and develops existing practice in self-evaluation to achieve excellence.
- Implement Phase Two of the Professional Update pilot.
- Seek GTCS accreditation for the Leadership Development Programme
- Continue to support the development of a Local Assessment Resource.
- Continue to work with a wide range of partners to accredit young people through a range of national achievement awards.
- Encourage all educational establishments to apply for Eco Schools Green Flag and support all seven secondary schools to achieve accreditation.
- Develop, produce and implement high quality training for moderation facilitators across the authority to lead moderation in schools, clusters and across the authority.
- Support schools in the evolution of Glow following the migration of users, content and services.
- Further support physical education in primary schools through enhanced CPD opportunities.
- Develop Confucius Classroom Hubs in an additional three clusters.
- Continue to support schools through the focus on Customer Service Excellence.
- Increase the number of reading groups, continuing to develop opportunities and maximise the use of social networking.



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

Local Outcome: East Renfrewshire Council's Single Outcome Agreement

Progress for All

In the Education Department we continue to believe that with support and challenge all learners can achieve high standards. The section on **Inclusion** shows how we meet the needs of our learners to an exceptional standard. The attainment and achievement outlined in the section on **Achievement** indicates the outstanding levels achieved by our secondary schools in national examinations and assessments, as well as a whole range of achievements. The section on **Ambition** gives examples of how our schools and services continue to seek improvement and have high expectations for all our customers and learners.

One way to make sure our children and young people make progress is to ensure high quality learning experiences:

- In Mearns Castle High School the Quality Improvement Team reported that, *“All departments reviewed their S1 and S2 courses based on Curriculum for Excellence experiences and outcomes. In particular they focused on improving the quality of learning and teaching, approaches to assessment and moderation, and ensuring that Literacy, Numeracy and Health and Wellbeing were key across all departments. Departments have continued to develop and improve opportunities for pupils to be involved in interdisciplinary learning. “The variety of learning collaborations between*

departments continues to be a strength of the school and has been recognised as sector leading by Education Scotland.”

- In Uplawmoor Primary School, *“Overall, learners’ experiences were very good. Learning and teaching approaches offered a good balance of active learning, direct teaching and group work and were well paced. The approaches were related to the experiences and outcomes of Curriculum for Excellence. Teachers’ explanations and instructions were clear. Effective questioning was used to encourage children to think about their learning. Teachers shared learning intentions and in best practice success criteria was discussed and agreed with children. Staff were providing more frequent opportunities for children to self and peer assess. Where observed, plenary sessions provided opportunities for children to share their learning with others.”*

At times of transition from one sector to the next it is vital to ensure systems are in place to support children and young people to continue to make progress in their learning and that their learning experiences are as good as they can be.

In the follow-through report on Mearns Castle High School, the Quality Improvement team highlighted that, *“The transition programmes and procedures in place for pupils at all stages*

are excellent and have been very positively evaluated by parents. 98% of parents of the current S2 cohort agree that the P7 transition programme 2010-2011 was very good preparation for coming to secondary school.”

Practices and experiences which ensure that children, young people and adults’ needs are identified and addressed.

Statistics from questionnaires issued by the department in 2012-13 stated that 97% of parents agreed that their child’s learning was progressing well. 91% of parents stated that their child is encouraged and stretched to work to the best of their ability.

Psychological Service

The service expanded the highly effective therapeutic intervention service to children, young people and parents. As a result of the effectiveness of the service, there continued to be no external referrals to independent providers of therapeutic services, however the service continued to work in partnership with health services where appropriate. Involvement with the therapeutic service has led to improvements in children and young people’s anxiety, mood, relationships, self regulation, attendance, behaviour and achievements within school.

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

Getting it Right for Every Child

Quotes from pupils:

"I feel better now and the memories don't bother me as much. I think I've nailed it and I'm sleeping better now."

"I'm feeling much more positive about things now. I've changed how I think – I'm thinking more positively now."

Quotes from a teacher and a foster carer:

"There are improvements in his relationships with his peers and the number of challenging incidents have significantly reduced."

"It gives him an opportunity to express his emotions; he is much calmer following sessions and more able to listen and follow instructions."

The Psychological Service increased service delivery to vulnerable children and families within McCready Family Centre in order to promote prevention and early intervention.

- An Educational Psychologist, in partnership with centre staff, facilitated four parent workshops as part of the centre's Family Day, with parents reporting improvements in their emotional wellbeing.
- An Educational Psychologist and Educational Psychologist Assistant contributed to the development and evaluation of Play Visits, which are carried out by centre staff within family homes. This led to improved parental confidence and

engagement with centre staff and partner agencies as well as improved interactions between parents and their children.

Quotes from parents:

"It's made me a better parent. I appreciate and play with him more. I feel more confident. I feel much better in myself I get up in the morning and get dressed and not lie in my pyjamas and even go to the gym some mornings."

"I turned the TV off and I saw an improvement in their language."

"I learned nursery rhymes and easy ways to interact with my child."

"It helped me and my child bond."

"This session the Sensory Support Service has initiated pre-school groups for children with hearing impairment (HI) and visual impairment (VI). In partnership with Visibility, a regular VI group is held in the Adventure Room at Isobel Mair School. A similar group for children with HI has also been introduced. These groups provide a context for children with a sensory impairment to come together to play and for their parents to make friends and discuss issues pertaining to HI and VI."

**Standards and Quality Report:
Sensory Support Service 2012-13****Painting in the Park**

As an extension of the term time classes, the Arts Service programmed outdoor painting sessions during the summer. There is little opportunity to paint landscape from life in a classroom setting and this annual event afforded a real opportunity to advance skills in an extremely pleasant environment. This year the sessions were held at Greenbank Garden as a partnership project with the Arts Service and National Trust for Scotland in celebration of the garden's 250th anniversary.

Quote from a participant:

"I love the chance to paint outdoors - it's quite a challenge but it really brings me on."



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

Buddy Event

In June 2013, Isobel Mair School ran a two day "Buddy Event". The two days gave eighteen S3 to S6 Isobel Mair pupils the opportunity to meet, socialise, learn and take part in activities with twenty S5 pupils from Williamwood High School and St Ninian's High School. Activities in the school on Day One included preparing picnics, an Outdoor Treasure Hunt, an "Egg Drop" and Human Alphabet building, incorporating problem solving and team working skills. On Day Two the young people enjoyed orienteering, sailing, cycling and canoe rafting at Castle Semple Country Park.



The two days were very successful in providing both challenge and enjoyment for those involved. Friendships formed have been sustained into the start of the new session.

Quotes from staff:

"Everyone had so much fun, getting to know their buddies first at the school event was a great idea. All the young people got on really well and so many have returned as volunteers this year which is great!"

"I was really pleased with how quickly the Isobel Mair, St Ninian's and Williamwood pupils bonded and helped each other to problem solve. The first hour was tentative as they got to know one another and work out each others' strengths, but very soon people started to come out of their shells. I was extremely proud to see how well the young people undertook the challenges given to them, and they also had a whale of a time! The second day, a week later at Castle Semple Country Park, was almost like a reunion with all the smiles, hugs and high fives. It was wonderful to see many pupils who are usually shy or reluctant join in and grow in confidence, trying things they might not have done if it had just been staff with them. The atmosphere was joyous, and there were certainly strong bonds made in a short space of time. A great two days, with some memories that will last a lifetime!"

Quotes from pupils:

"I got a lot out of both days I even got a new pal out of it, he goes to Williamwood. It's hard to choose something I liked the best because I liked it all, but the canoes were amazing. Thanks to all the staff that organised it especially Mr Holmes."

"The buddy day was one of the best days ever! It was inspiring and great fun. It is a great way for all young people to mix and encouraged me to come and volunteer regularly. It is impossible not to be happy at Isobel Mair, and especially at the buddy day!"

"Buddy Day was amazing - great fun and gave us an insight into the school and the opportunities that are available here. It was a completely new experience for me and has encouraged me to come and help out this year at the school."



Athletics, Gymnastics and Football Pathways

As part of a continued commitment to creating a legacy beyond London 2012, Glasgow 2014 and supporting learners to reach their potential, Sports Services focused on creating capacity in their athletics and gymnastics programmes whilst realigning their football pathway.

The athletics pathway for 5-12 year old children and young people operated in Barrhead, Clarkston, Giffnock and Newton Mearns. The programme offered an introduction to athletics using adapted equipment and activities across numerous events from the javelin to triple jump, hurdles and the hammer. The growth in participation, through links to school sports and Giffnock North Amateur Athletics Club (GNAAC) saw a total of 886 children and young people attend the programme in session 2012-13, an increase of 42% compared to 2011-12. The gymnastics pathway has also seen significant growth with 261 participants this session compared to 105 in 2011-2012.

In supporting players to fulfil their potential, Football Development further developed the football pathway, ensuring it was in line with the Scottish FA National pathway in terms of the age and stage of a player's development. The Skilled, Progressive and Advanced Football Centres provided additional training

opportunities for all young players and linked closely with local clubs and the East Renfrewshire Soccer Development Association (ERSDA).

Scottish Football Association Generation 2020 Development Centre

The vision in the Scottish Football Association's national plan included the development of more talented footballers. In doing so and in partnership with the Scottish FA, Football Development supported and delivered one of the Generation 2020 Development Centres. The centre's purpose was to provide talented footballers the opportunity to receive additional training complementing their current training programme and the opportunity to challenge themselves through their association with the best footballers in East Renfrewshire.

Over thirty players engaged in the programme in its first year. Integral to the success of the centre was the delivery of an induction session for parents and club coaches outlining the programme, philosophy, aims and content alongside agreeing and maintaining regular communication. During the programme players self evaluated and were provided with individual action plans twice during the year. The centre offered club coaches the opportunity to attend and view sessions to support their ongoing personal development as a coach.



Olympic Games Legacy

In the lead up to London 2012, all East Renfrewshire schools worked in partnership with the Active Schools team to increase the awareness of the Olympic and Paralympic Games with their pupils. The results of the hard work were immediately plain to see as pupils in primary and secondary took part in 37 different activities during lunchtime and after-school clubs between August-December 2012. Some of the activities included Olympic sports such as badminton, gymnastics and athletics as well as the traditional favourites including football and netball. In addition, pupils got to try out zumba, karate, powerhoop and yoga sessions. August to December 2012 saw the largest rise in participant sessions at over 41% from the same period in 2011. Over the course of the year, there was a 32% rise in participant sessions from 108,786 in 2011-12 to 144,101 in 2012-13.



Our residents are healthier, more active and inequalities in health are reduced.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement



The London 2012 Games not only inspired the pupils to attend the out of school hours opportunities offered, school staff and volunteer coaches were also enthused. The number of school staff and volunteer coaches increased this year from 210 to 366, with the largest percentage of these being voluntary teachers.

Summer of Sport Awards

Over the 2012 summer period, Active Schools and Sports Development Teams launched a passport scheme to reward those children who tried out lots of different Olympic sports. Through a 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 in which they took part, as well as scoring higher points for more unusual activities such as taekwondo or rowing.

The awards ceremony was held in October 2012 and was opened by Councillor Mary Montague, Convener for Community Services and Community Safety who also presented the awards to all children. As well as the presentations to over fifty children, one of the

highlights of the night was a question and answer session with Andrew Mullen who represented Paralympics GB in swimming during London 2012 and who is a current Mearns Castle High pupil. All medallists also had the opportunity to have a photo taken with Andrew and one of the real Olympic torches used in the torch relay around the country. Plans are already in place for a similar scheme in the coming year leading up to Glasgow 2014.



Future Sports Stars Academy

A partnership between Active Schools and Sports Development developed a Future Sports Stars Academy programme to provide gifted and talented primary pupils with an opportunity to consolidate and enhance fundamental skills. The academy programme was delivered in Barrhead High School and Mearns Castle High School on a weekly basis and experiences were enhanced through bringing in elite level coaches and athletes to talk to the pupils and to give advice. Over fifty children and young people participated in the programme which included an exit into supported local club programmes.

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

Sports Festivals

Throughout the year Active Schools offered every Primary 5 pupil in East Renfrewshire the opportunity to participate in a large sports festival. Organised on a cluster basis, these festivals brought together children from different schools in the same teams and allowed them to experience a large-scale sports event.

Pupils in the Eastwood cluster attended Barrhead Sports Centre for their "Active 8" Hockey Festival. On the day the Eastwood High ASDAN class who are learning to coach and take a lead on various activities umpired and coached at the various skills stations.

Pupils in the Barrhead cluster also came together 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. The Active Schools team were ably assisted on the day by six S4 pupils from Barrhead High School, who were on hand to referee the games and organise some basketball skills sessions. Some representatives from Basketball Paisley, the local basketball club, also attended to let the pupils know what opportunities were available in the local community.



Primary/Secondary Badminton Championships

This session saw the first Renfrewshire Area Schools Badminton Association (RASBA) events for some time. Primary schools from East Renfrewshire, Renfrewshire, and Inverclyde competed at Barrhead Sports Centre. Uplawmoor Primary School was the highest placed school in East Renfrewshire. Our secondary schools had an equally successful event with many of our pupils winning titles and some qualifying to represent RASBA at the Scottish Schools National Championships.



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.

In 2012-13 the Instrumental Music Service continued the implementation of the recommendations of the review of the allocation of instrumental music tuition throughout East Renfrewshire's schools. A cluster model for the redistribution of teaching time was adopted, taking into account the roll of the school and the extent of free school meal entitlement. Although this will take another two years to fully embed, an increase in pupil numbers in the vast majority of schools and in membership of the authority ensembles, bands and orchestras was evident. As part of the recommendations, string tuition was extended to the Barrhead, St Luke's and Eastwood clusters with pupils taking violin and viola in associated primaries and Barrhead High School. Comparison statistics showed an overall increasing trend in pupil numbers especially in those schools which had previously been low in instrumentalists. There has been a particular increase in participation in the Funstrings, Junior Strings and Junior Symphony Orchestras.





East Renfrewshire Schools' membership of both 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 also an increase in East Renfrewshire pupils going on to study music at the Junior Department of the Royal Conservatoire of Scotland with part-funding from East Renfrewshire Council.

National Music Council Local Authority Music Education Awards

The Instrumental Music Service was given an award from the National Music Council for East Renfrewshire's high commitment to jazz education throughout the authority through the East Renfrewshire School's Jazz Band. This is the third year in a row that East Renfrewshire's Instrumental Music Service has been honoured by this award – one of only six given each year by the National Music Council. The band is made up of pupils from a number of schools in East Renfrewshire and has performed in both a school and wider community setting. In addition to the work of the band, improvisation workshops were held at the annual Primary Music Residential Course for 100 Primary 6 and 7 pupils with a public performance at the end of the week. The improvisation workshops really motivated the young people and a high proportion of them became engaged in jazz as a medium and went on to be members of the Strathclyde Jazz Orchestra and National Jazz Orchestra of Scotland organisations.

Senior Concert Band

The East Renfrewshire Schools' Senior Concert Band was awarded a Gold Award at the Scottish Concert Band Festival in Livingston in December 2012. A pupil from Williamwood High School, playing alto saxophone and studying currently at the Junior Department of the Royal Conservatoire of Scotland funded by East Renfrewshire Council, won the most outstanding soloist of the day, accompanied by the band.

Reader in Residence Project

The Reader in Residence Project was funded by Scottish Book Trust. East Renfrewshire was one of only five local authorities to bid successfully for the project. The project aimed to increase awareness of the library service and enhance readers' experiences by engaging them in new activities. Our reader in residence worked with children in several local schools, reading groups in libraries and several adult learning groups. One of the most successful events was a celebration of reading for National Libraries Day, when our most prolific readers in each library received an award to mark their achievement.

Quote from the Overall Reader of the Year, Evelyn Garden who read 388 books:

"Reading is one of the best things for a young mind and it helps keep my mind active too."

Quote from the Young Reader of the Year's mother:

"Kasey has loved books since she started attending Bookbug sessions in the library when she was only a few weeks old, it has helped greatly with her reading."

Desert Island Books

East Renfrewshire libraries, supported by the Scottish Book Trust, ran an exciting event called Desert Island Books in Eastwood House for reading groups and anyone with a passion for reading. Seventy participants met two very successful local authors, Christopher Brookmyre and Karen Campbell. This event provided participants the opportunity to share thoughts and ideas about books and reading with two of Scotland's finest novelists. Christopher and Karen both spoke about their favourite books and how those books had influenced their writing. Participants were invited to share views on their favourite books and library staff made a display of their favourite books and authors. The result was a very entertaining and thought-provoking event.



Quotes from participants:

"What a lovely way to spend a Saturday morning – listening to two of Scotland's finest writers in such a beautiful setting and in the company of an enthusiastic book loving audience. I couldn't have enjoyed it more!"

"An inspirational morning. Gave me lots of ideas to extend my reading."

"Can't wait to read some of the books recommended by Karen and Chris."

Way with Words Group

The Way with Words Group came together through support from Adult Learning and Recovery Across Mental Health (RAMH) to form a creative writing group. The group worked on their individual writing, explored new techniques, and produced a magazine collection of their work which was distributed throughout local libraries.

Partnership arrangements which ensure that all pupils experience a smooth transition from pre-five to primary school, from primary to secondary school and from secondary school to Further and Higher Education, training and employment.

Very effective transition arrangements were embedded throughout the session for children moving from pre-five establishments to primary school. Staff from pre-five and primary 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.

Through successful cluster working pre-five and primary schools developed and participated in a series of "learning visits" to explore transition in areas of the curriculum. Staff developed a common understanding of the early level curriculum and shared methodology and approaches.

This session the Mearns Castle cluster schools planned, developed and delivered joint parent workshops and curriculum evenings to inform parents of the continuity of children's learning across the Early Level of Curriculum for Excellence.



“Staff participate in moderation activities across Mearns Castle Cluster establishments to ensure continuity and progression in learning for all children as they move through the early level and from nursery to school.”

**Standards and Quality Report:
Hazeldene Nursery 2012-13**

Children with additional support needs were very well prepared and supported to make effective transitions between stages of learning. Schools and establishments took due time to plan children’s transitions as part of their personal support. Across all sectors, there were very good partnerships around children with additional support needs and this ensured that children and young people received the right kind of support, individual to them.

“Children with ASN are supported when moving from nursery to nursery, room to room or home to nursery. Home visiting takes place for all children prior to their start date. Nursery to school transitions are well planned and induction events are held for all prospective parents.”

**Standards and Quality Report:
Isobel Mair Family Centre**

“Children are supported very well during key points of transition. Extended transitions are well planned within appropriate timescales and intensive, high quality partnership working ensures that all young people have positive post school destinations.”

**Standards and Quality Report:
Isobel Mair School**

“The very good transition arrangements in the school included a recently introduced ASD Group supported by Outreach staff which gave learners the opportunity for extended supported transition and a chance to meet learners from other cluster primaries and high school staff before beginning S1.”

**Support and Protection Review:
Eaglesham Primary February 2013**

“Continuing the trend of previous years, all young people who were supported by the service have gone on to positive destinations on leaving school.”

**Standards and Quality Report:
Sensory Support Service**

Partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community.

Greenbank Garden 250th Anniversary Project The Arts Service worked with The National Trust for Scotland to help them celebrate the 250th anniversary of Greenbank Garden. Artists worked in partnership with St Cadoc’s Primary School, Thornliebank Primary School and Calderwood Lodge Primary School who.

The children participated in day long visits to the gardens, taking part in a variety of activities including drawing from life in the gardens, painting woodland creatures and plants as well as planting seeds and taking part in an “image theatre” experience.

Follow-up sessions in the schools with the artists allowed the children to participate in printmaking workshops based on the themes they had investigated on their visit to the garden. The resulting prints were displayed in the form of large banners in the coach house at Greenbank Garden.





Life Drawing

The Arts Service programmed life drawing classes and successfully promoted them to Advanced Higher students across the authority. Life drawing is an extremely important component of the portfolios required for admission to higher education in the visual arts and architecture. Apart from often dramatic improvements in their skill levels, inclusion of life drawings in a candidate's portfolio demonstrates that they have taken on extra and advanced work independently of school.

Quotes from teachers:

"This is a valuable resource for our students. It gives a real boost to their confidence as well as their drawing skills and understanding of basic form."

"The students are freer in their drawing styles and more confident to experiment. The students attending have also become closer as a group."

Electric Glen

The Arts Service played a part in securing funds from Creative Scotland to support community engagement in a major event taking place in Rouken Glen Park. All seven secondary schools participated in building lanterns to be displayed at the Electric Glen lighting festival. The young people worked with artists who helped them realise their initial ideas and produce large lanterns created from willow and wet strength tissue. As the festival took place in February, a number of schools chose a St Valentine's theme. The young people's lanterns were lit from the inside and displayed at the edge of the boating pond on each evening of the festival. It was an extremely public display with thousands of visitors attending the event.

Quote from an artist:

"It was really touching to see so many people queue to be photographed beside the huge love heart that my students had created."



Barrhead Community Sport Hub

Sports Services in partnership with sportscotland and local sports clubs worked closely to plan how to increase participation and improve performance of sports clubs in Barrhead. The six member clubs, Barrhead Youth Football Club, Barrhead Netball Club, Barrhead Badminton Club, Barrhead Community Tennis Club, Alba Trampoline Club and East Renfrewshire Junior Cricket Club, agreed to formalise, constitute and register as a Scottish Charitable Incorporated Organisation (SCIO) supported by Voluntary Action. The new organisation will represent the interests of sport in the Barrhead area.

Our local people are healthier, more active and inequalities in health are reduced.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement





Athletics Partnership

In partnership with Scottish Athletics, Giffnock North Amateur Athletics Club (GNAAC) and Sports Services, a Club Together Officer was appointed at GNAAC, with the purpose of increasing club membership, increasing club capacity and retaining athletes. Over the past twelve months, GNNAC recruited 187 new junior members and seventeen new club volunteers, allowing the formation of a junior committee. Likewise, the capacity to take on more athletes has also been made possible through the recruitment of eighteen new club coaches.

Cricket Partnership

In partnership with Cricket Scotland, Hamilton Cricket Club and Sport Services, the group established East Renfrewshire Junior Cricket Club (ERJCC). The junior club delivered a four week programme of cricket to all Primary 5 pupils in the Barrhead and St Luke's cluster primary schools. To provide further activity the club and partnership supported an out of school hours programme that proceeded the curricular visits, aligned to a Junior club training night at Barrhead 3G. The junior training night

was attended by up to fifty-five players at any one time. Ten coaches and volunteers engaged with the various cricket education and learning opportunities. This year ERJCC fielded a team at the West District Junior Cricket Union Under 11 Kwik Cricket Festivals throughout the summer, the first time East Renfrewshire has had a representing team.

The Active Schools team also entered into a local partnership with the South West Glasgow area cricket forum which encompasses Clydesdale and Pollok cricket clubs as well as Cricket Scotland. Funding from all parties employed a cricket coach who delivered a four week block of cricket activities through curricular taster sessions or as part of an after school club. Those children and young people attending were directed to local club training nights.



Scottish FA Quality Mark

Sports Services, through the football development team, have engaged and supported the delivery of the good practice accreditation scheme to support grassroots clubs who have ambitions to be bigger, better and stronger. Working in partnership with clubs to increase participation in football, drive high standards and increase the development of players, coaches and volunteers, the team supported and engaged with eleven clubs directly creating a better environment for 2620 players.

East Renfrewshire Soccer Development Association

East Renfrewshire Soccer Development Association (ERSDA) is the grassroots league association led by a network of volunteers to provide a comprehensive programme for boys and girls small sided football. The association is supported in its work by the Sports Services Football Development Team. From March to November the association supported players, coaches, volunteers, parents and families on a weekly basis to create opportunities to play in a fun, safe and supportive environment. Over session 2012-13 the ERSDA partnership supported 1800 young players, 180 teams, 400 volunteer coaches in 11 venues over 38 weeks playing a total of 15,960 games.



Rugby Development

Sports Services in partnership with Whitecraigs Rugby Club and the Scottish Rugby Union supported the recruitment of a club development officer to help increase participation in rugby in schools, in the club and the authority. Over session 2012-13 a pathway of teams and opportunities to play rugby was established, from Primary 1 through to under 18 and senior rugby. The establishment of a holiday programme, over October, spring and summer, alongside strong school to club links programme and festival opportunities for secondary schools ensured children and young people engaged in rugby had relevant information to access opportunities available in the community.



Football Programmes

Football Development in partnership with the Scottish FA and Tesco Bank delivered a football programme for pupils in primary two through the Active Schools network. The six week programme focused on promoting physical activity through an introduction to football. The programme also included support for teachers and schools via in-service and a festival for all those who took part in the programme. Every primary school in East Renfrewshire has now been involved in this programme, culminating in over 500 hours of free coaching and fifteen festivals with 2226 pupils participating.

The Football Development Team in partnership with McDonalds delivered a successful school to club link programme through the Active Schools network. The programme focused on raising the standards and accessibility of football, developing better coaches and players, improving volunteer infrastructures and increasing player growth and retention within the school to club setting including supporting the handover of players and volunteers to local clubs.

The programme linked St Cadoc's Youth Club with Kirkhill, Mearns and Crookfur Primary Schools. A total of twenty-five young players attended the coaching programme, with sixteen joining the club, including three recruited volunteers, who were mentored and supported through the relevant education to support the new teams. Similarly, Eastwood Juveniles was linked to Mearns and Crookfur Primary Schools. A total of fifty-five young players attended the coaching programme, with ten joining the club, including three recruited volunteers.

Sports Club Showcase

Following on from the undoubted success of the 2012 Olympic and Paralympic Games, Active Schools and Sports Development worked very closely with a number of local sports clubs to try to encourage more children to be more active, more often. Two Sports Club Showcase events held at Williamwood High School and Eastwood High Sports Centre gave local sports clubs the opportunity to deliver taster sessions to children and young people and encouraged participants to get involved in club activity. Over 1000 pupils participated in the Sports Club Showcase events.



We will ensure that all culture and sport programmes and activities will be delivered by qualified and competent staff.

Education Department: Service Standards

Book Week Scotland

The first ever Book Week Scotland took place from 26th November to 2nd December 2012. This national event celebrated books, reading and libraries across Scotland. East Renfrewshire libraries ran an ambitious programme of events including visits from authors Gordon Ferris, Tony Black and Alan Bissett. P1 Bookbug gifting took place in our libraries and each branch library held a coffee morning to allow readers to relax and chat about books. A family fun day in Busby library was a roaring success. One of the highlights was an event for teenagers organised by the Libraries' Teen Advisory Group in Giffnock library. The young people invited author Jonathan Meres along to speak, ran a quiz and did all the promotion and marketing of the event to their peers in school. A total of twenty-six young people attended a very enjoyable event.

Quotes from participants:

"The author was inspirational and I loved the opportunity to speak to him."

"Enjoyed the chance to meet an author and to meet other people who like reading."



Early Years Festival 2013

For a third successful year, staff from the arts, sports and library service worked in partnership to organise the Early Years Festival. Consisting of a week-long programme of theatre shows, sports activities, workshops and library events created especially for babies and toddlers, the Festival took place in Eastwood Park Theatre and various venues across the authority. Over 2,500 people attended the seventy workshops, activities and performances held throughout East Renfrewshire, an increase on last year's participation.

The Early Years Festival was established to allow children to participate in the arts from a very young age and enhance their earliest learning experiences. As a direct result of the festival, the Arts Service has now developed further early years learning opportunities in both drama and visual art.

Quotes from parents:

"Great event. He has never sat still for that long."

"Varied and lots of choice."

"Excellent both 4 year old and 10 month old loved the show."

"Loved the fact that it was at an unusual venue, not a theatre."



Our communities are more active and have influence over service design and delivery.

Local Outcome: East Renfrewshire Council's Single Outcome Agreement



Increase involvement of new users in culture and sports services and holiday programmes.

Arts Kool Summer Class

The Arts Service programme offered an extensive range of arts and craft classes for ages 5–12 years during the October, spring and summer holidays. The classes were engaging, age appropriate and inclusive and allowed children to participate and develop a wide range of new skills. Many of the children enjoyed these shorter sessions so much that they have now enrolled in the art service's art classes to develop their skills and learn new techniques.

Quote from parent:

"Nina's great! My children love making all the models and masks."



Library App

April 2013 saw the launch of the library app. The app allows library members to download eBooks, eAudiobooks and eMagazines from the vast collection of bestsellers, fiction and non-fiction titles and books for children twenty-four hours a day.

Other services available via the app include access to the Encyclopaedia Britannica, Ancestry UK which contains hundreds of thousands of records and indexes from all around the world, including census data, military records, wills, passenger lists and personal stories, Transparent Languages Online, a fun language learning tool; and a free online driving theory test programme.

Quote from Councillor Mary Montague:

"East Renfrewshire Council is rightly proud of its wonderful library facilities and this brilliant new app is another example of that. It's free of charge and gives you access to your library in the palm of your hand, any time, anywhere. It's a terrific addition to the services our libraries offer and it is already proving hugely popular with our members."

Quote from customer:

"VERY impressed with the new @EastRenLibrary phone app. Good work."



Adult and Family Learning

Our ESOL learners expressed an interest in opportunities to practise their English beyond the two hours a week they spend in class; opportunities for older learners and seniors to be involved in volunteering in the community were being explored in partnership with CHCP (Kirkton Care). Adult and Family Learning held an event, combining these two groups by hosting a coffee morning. This enabled the seniors to introduce the ESOL learners to new words to increase their vocabulary and the ESOL learners were given the opportunity to show their new skills and practise their English in a natural setting.



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

Schools continued to embed learning about global and multicultural issues across the curriculum in line with **Curriculum for Excellence**. Most schools are delivering aspects of this through interdisciplinary learning.

Mearns Castle High School was awarded the International School Award from the British Council, recognising the school's work in taking forward global issues and awareness.

Mearns Primary School took part in a twinning project with a primary school in India which made the children's awareness of another culture much more meaningful.

Most schools further developed elements of Scottish studies into their curriculum including the use of the new national Education Scotland resource "Studying Scotland" which focuses on the history, culture, geography and language of Scotland through the ages.

"Children benefit from an extensive range of learning experiences beyond the classroom. They have a strong understanding of global citizenship and respect for other cultures as part of the school's activities to maintain its Rights Respecting Schools status and the Connecting Classrooms International Education programme."

**Education Scotland Report:
Mearns Primary School August 2013**

Resources lead to improvements for learners.

School Estate

During the year construction work on the new build replacement Eastwood High School, as part of the pilot project delivered through Scottish Futures Trust, progressed to programme for completion in July 2013. Pupils and staff were involved throughout the project in choosing colour schemes and way finding for the new school. Sixth year pupils were involved in furnishing their new study and social area within the new school. The school opened to pupils and staff in August 2013.

The project to design and build a replacement Barrhead High School commenced this year. The project will be delivered in collaboration with West Dunbarton Council through the West Hub under the auspices of Scottish Futures Trust.

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

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.

Building Design Partnership (BDP) architects have been appointed to work with officers of the council to work up plans for the new Barrhead High School, which will open to pupils and staff in August 2015.



Sports Facility Development

A number of improvements have enhanced our ability to deliver an even more varied and substantial programme over the next few years:

- Neilston Leisure Centre has undergone a £350,000 refurbishment and will re-open in early October 2013.
- Eastwood High School Sports Centre opened in June 2013. The sports facility boasts two, four-court sports halls, a gym hall, a fitness/dance studio, 20m swimming pool, two synthetic sports pitches and an athletics track.
- A new 3G synthetic pitch surface has been laid at Mearns Castle High School.
- A new 3G synthetic pitch was completed at Barrhead High School, operated on a lease agreement with Barrhead Youth Football Club.
- Plans have been approved for new synthetic sports pitches at both St Luke's and St Ninian's High Schools meaning that every secondary pupil in East Renfrewshire will have access to an outdoor artificial surface for PE and extra curricular activities.

Financial Resources

The Education Department's budget for 2012-13 was again brought in on target. Savings were achieved in areas such as energy costs, pupil transport costs, insurance and the requirement for external placements for pre-five children and pupils with additional support needs. Early departmental action in preparing for future budget reductions also contributed to savings made during 2012-13. Given the current economic climate, efficiency savings continued to be sought across the department and for 2012-13 the department reported efficiency savings in excess of £1.2m; 10% above target.





What are we going to do now?

- Continue to support educational establishments to make transitions as smooth as possible for children.
- Continue to embed global awareness and Scottish studies across all schools as integral to the curriculum.
- Continue to implement the recommendations of the review of the allocation of instrumental music tuition.
- Continue to develop string tuition in the Barrhead, St Luke's and Eastwood clusters with string tuition feeding through to all secondary schools by 2015.
- 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.
- Continue to programme holiday classes of high quality with experienced and motivational staff.
- Review the out of school hours PE programme in every primary and secondary school.
- Work in partnership with schools, sports clubs and parents to promote the athletics, gymnastics and football pathway.
- Continue to develop online resources available from East Renfrewshire libraries.
- Continue to monitor income performance and school meals uptake against targets.
- Continue to progress with the new build replacement for Barrhead High School in collaboration with West Hub and Scottish Futures Trust.
- 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 develop proposals to utilise resources identified by the Council for early intervention and preventative spend with the aim of reducing future demand pressures.

Our assets are used more effectively and efficiently.

Efficiency Outcome: East Renfrewshire Council's Single Outcome Agreement

Successful Learners

Twenty-three candidates in our schools attained the new Scottish Baccalaureate award, fifteen with distinctions.

Six pupils from Eastwood, St Ninian's, Woodfarm and Williamwood High Schools were awarded certificates at Glasgow Caledonian University's Fashion Brand Retailing Awards, three with distinction.

A pupil from Barrhead High successfully completed a summer placement as part of the Nuffield Science Foundation programme. The programme offers the unique opportunity for students to work alongside professional scientists, technologists, engineers and mathematicians in universities, industry and research institutions across the UK.

A pupil from St Ninian's High received the Society of Biology Scotland Award for obtaining the top mark in Human Biology.

Four pupils from three of our secondary schools achieved the Reid Kerr College Curriculum for Excellence Award.

Eaglesham Primary School was involved in a project with Education Scotland to use primary sources of information. The Statistical Accounts of Scotland, historic maps from the National Library of Scotland and historic photographs were used by the pupils when working on their interdisciplinary Victorians project.

Quote from Education Scotland website:

"Learners at Eaglesham Primary School were extremely motivated by the interdisciplinary approach, because it was real and relevant to them. Using Statistical Accounts of Scotland helped learners to understand how things had changed over time by using real stories about the people of Eaglesham."

The Scottish Interfaith Council chose to hold their meeting of leaders from all faiths in Scotland at Isobel Mair School in October 2012. The meeting was followed by a Glow TV event with young people representing East Renfrewshire schools and schools nationwide presenting online through Glow. The young people involved were able to put their questions live to fifteen religious leaders.

A pupil from Woodfarm high School was named Amnesty International's Young Human Rights Reporter of the Year at a prestigious ceremony in London, defeating competition from thousands across the UK.

Confident Individuals

Local children worked with Scottish Opera to create their own unique elements for "The Elephant Angel". The children joined with singers and musicians from Scottish Opera and Connect Youth Company in a performance in Eastwood Theatre.



Arthurlie Family Centre was presented with the Nancy Ovens Play Award for Best Play Space in recognition of their Woodland Wonders work in Aurs Glen.



Pupils in Woodfarm High School featured in a film made as part of Fit for Girls, a joint programme between sportscotland and the Youth Sport Trust which aims to build a positive future for girls' participation in lifelong physical activity.

Two pupils from St John's Priamry School were Primary Finalists in the Inspire>Aspire Character Scotland Awards. Inspire>Aspire aims to help young people learn about the key Olympic values of excellence, friendship and respect, along with the Paralympics Values including courage and determination.

St Luke's High School was a finalist in the Health and Wellbeing category of the Scottish Education Awards 2013.

Isobel Mair Family Centre have 100% participation in their Child Smile Oral Health Programme and have gained a Smile Too Award.

Over twenty Primary 6 and 7 pupils from Cross Arthurlie Primary School attended a weekly Running Club, led by a teacher and a parent volunteer.

Eaglesham Primary was the first school in East Renfrewshire to be awarded the Cycle Friendly School Award and has fully embraced on-road cycle training through the Bikeability Level 1 – Ready Steady Bike programme in Primary 5 and the Bikeability Level 2 raining in Primary 6.



Pupils and staff from St Mark's Primary School formed a Giant Walking Bus to promote road safety.

Five Primary 7 pupils from Mearns Primary, alongside the Head Teacher and Depute Head Teacher of the school, led a workshop on Learner Voice at an Education Scotland Conference in Edinburgh.

All Primary 7 pupils at St Thomas' Primary School participated in the national Mock Court Case project, an interdisciplinary learning experience where pupils took on the roles of pursuers and defenders. One team reached the final six and participated in the finals in Edinburgh.

Twenty teams from East Renfrewshire Council employees completed an eight week Step Count Challenge 2013. The winning team was "Steppin' Out" a group of five staff from the Education Department who walked an incredible 3,840,040 steps. The team was presented with the Step Count Challenge shield.

Effective Contributors

Twelve senior pupils from Barrhead High participated in the Movember Appeal and raised over £700.



Children from Isobel Mair Family Centre gained experience in working with others through their participation in workshops with a team from the BBC's CBeebies. During the workshops, the children demonstrated very positive interactions and confidently shared their knowledge and awareness on the topic of planets. Four children were chosen to participate in filming for the TV show "Nina and the Neurons". Two children were filmed in Glasgow and two children were flown to the Euro Space Centre in Belgium.

St John's Primary School introduced a school blog called "Chirp!" to encourage pupils to share their ideas linked to school improvement.

Eight pupils from Kirkhill Primary's after-school rugby club were filmed playing rugby and interviewed by a crew from BBC's Newsround for a special feature on the Six Nations rugby tournament.



Pupils across various year groups in St Luke's High School engaged in learning in Financial Education. S2 pupils participated in the Dragons' Den Project and S3 in the BP Trading Challenge. Pupils in S5/6 visited the St Luke's cluster primary schools to assist with lessons in Money with pupils in Primary 3.

An S6 pupil from Mearns Castle High cycled coast to coast across the USA in just 30 days, accompanied only by his father, raising money for the Scottish charity the Vine Trust which was equipping a medical ship to send to isolated communities in Africa.

Sixth year pupils from St Ninian's High School studying Advanced Higher Art worked with Glenwood Nursery School's staff, parents and pupils to produce four outdoor panels, each representing a season for the nursery school's garden.

Councillor Elaine Green, Convener for Education and Equalities presented a pupil from Eastwood High School with a special award. On the way to school, the pupil concerned had saved a stranger's life through prompt action and quick thinking.

Pupils from Cross Arthurlie and Netherlee Primary Schools took part in Knitting Mania, a volunteer project from Voluntary Action East Renfrewshire which pairs primary pupils with older volunteers, developing links between the school and older members of the community.

All S1 pupils in Barrhead High School achieved the John Muir Trust Discovery Level Award for the second year in a row. The project, delivered in partnership with the Park Rangers from Dams to Darnley Country Park and the Social Studies, English and Science faculties, encourages awareness and responsibility for the natural environment in a spirit of fun, adventure and exploration.

St Mark's Primary School was awarded Fair Trade status. Their Fair Trade Pupil Group met regularly, maintaining at least one Fair Trade event each term. Pupils increased their knowledge of interdependence within society and deepened their understanding of their responsibilities as global citizens.

Responsible Citizens



Twenty-one S6 students from St Luke's High School received awards at the Pope Benedict XV1 Caritas Awards Ceremony. The award encourages and promotes the ongoing faith journey of young people.

S6 pupils from St Ninian's High School have been commissioned to assist at services as extraordinary Ministers of the Eucharist. The pupils will help at masses throughout the year.

Pupils studying Hair and Beauty at the Style Academy raised £50 from their Fayre and donated this to St Luke's High School's fundraising for Teenage Cancer Trust.



Pupils from Arthurlie Family Centre were the youngest involved in the George Wyllie Education Initiative which saw children from across the west of Scotland studying the life and legacy of internationally renowned Scots artist, George Wyllie. The pupils built a big banana boat, which went on display at the George Wyllie exhibition. One of the pupils was presented with a copy of the book produced as part of the initiative by the Cabinet Secretary for Education and Lifelong Learning, Michael Russell.

A crowd of several hundred pupils, staff and parents watched an inter-school charity football match with mixed staff-pupil teams from Barrhead High School and St Luke's High School from the terraces of Dunterlie Park. The pupils managed the planning of this event and raised over £1000 for Teenage Cancer Trust, a charity close to the hearts of pupils from both schools.

Following the visit of the Blood Donor Service to the school in November, a number of the S6 pupils from Barrhead High School took part in donating blood. An email received from a local resident stated, "I have just returned from donating blood at Barrhead Sports Centre and was stunned by the number of Barrhead High School pupils attending. It was fantastic to witness not only the community spirit shown by these youngsters, but their behaviour at the session was impeccable. They are a credit to the school and the town. Please pass on my compliments to the pupils concerned as all too often only the negatives are reported."

Fifteen pupils from five of our secondary schools who participated in the Vocational Programme Style Academy Manicure Class donated £40 to Macmillan Cancer Support.

Consultation events were held with St Luke's High School staff, pupils and the Parent Council to find out what all stakeholders thought should be the key principle involved in working together to promote the highest standards of respect, tolerance and commitment across the school community. All stakeholders contributed enthusiastically and the new title of St. Luke's Charter was agreed. The charter is linked to the development of the four capacities which are at the heart of Curriculum for Excellence. The St. Luke's Charter is displayed prominently across the school.

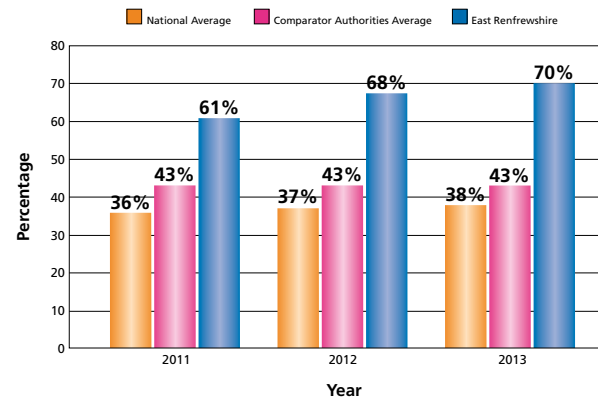
Appendix 1 - Attainment and Wider Achievement Analysis 2012-13

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.

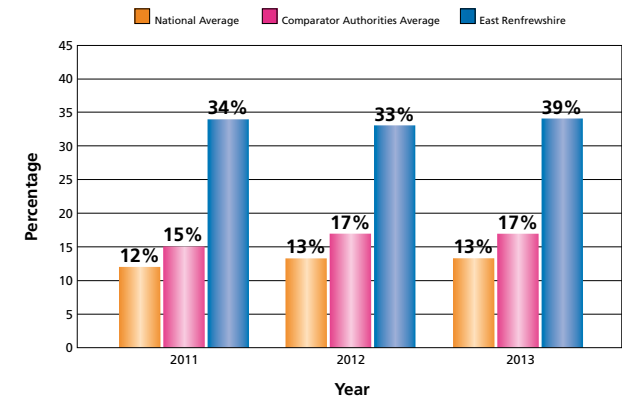
Performance in SQA Examinations

These charts show the performance of East Renfrewshire young people in their SQA examinations compared with our benchmark group of authorities and the national average. The charts show that East Renfrewshire continues to outperform similar authorities and that performance is well above the national average, particularly at the highest levels. At S4 and S5 East Renfrewshire has increased the gap between its comparator authorities compared to the previous session. The 2013 data does not include the result of appeals.

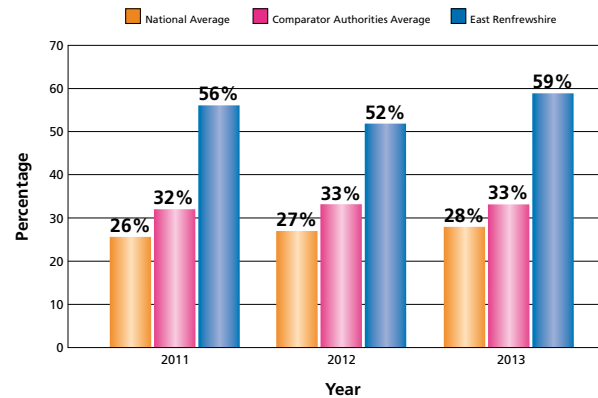
S4: 5 or More SCQF Level 5 or Better by End S4
HMIe Family Benchmark Authorities



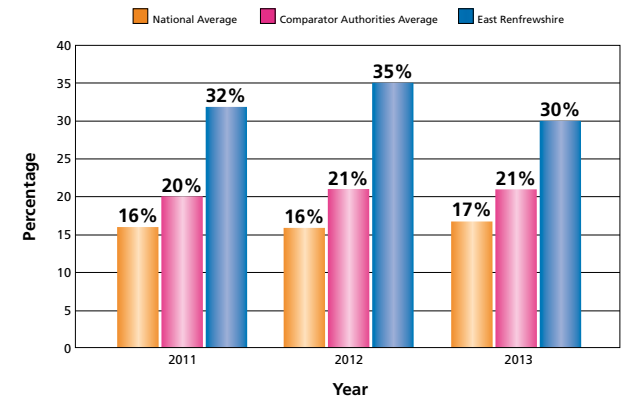
S5: 5 or More SCQF Level 6 or Better by End S5
HMIe Family Benchmark Authorities



S5: 3 or More SCQF Level 6 or Better by End S5
HMIe Family Benchmark Authorities



S6: 1 or More SCQF Level 7 or Better by End S6
HMIe Family Benchmark Authorities



The 2013 results were East Renfrewshire's best performance to date at 5 or more awards at Level 5 (Intermediate 2), 3 or more and 5 or more awards at Level 6 (Higher).

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 Department is on track to achieve all the targets.

Percentage of relevant S4 roll achieving:	2011	2012	2013	3-year average Target (2012-2014)
5 or more awards at Level 5 (Intermediate 2) by end of S4	61%	68%	70%	63%
3 or more awards at Level 6 (Higher) by end of S5	56%	52%	59%	50%
5 or more awards at Level 6 (Higher) by end of S5	34%	33%	39%	31%
1 or more awards at Level 7 (Advanced Higher) by end of S6	32%	35%	30%	29%

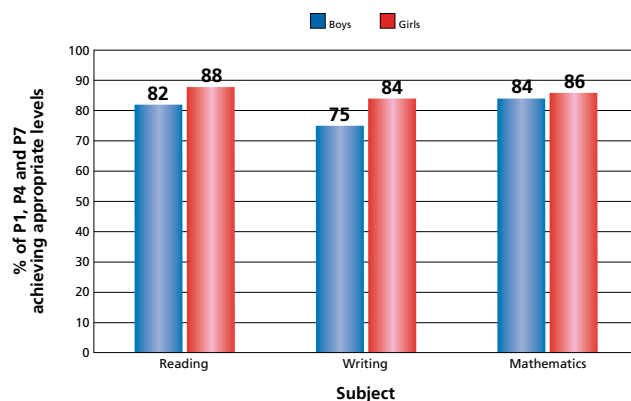
Monitoring Attainment

The vision of the Education Department is “Inclusion, Achievement, Ambition and Progress for All”. 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.

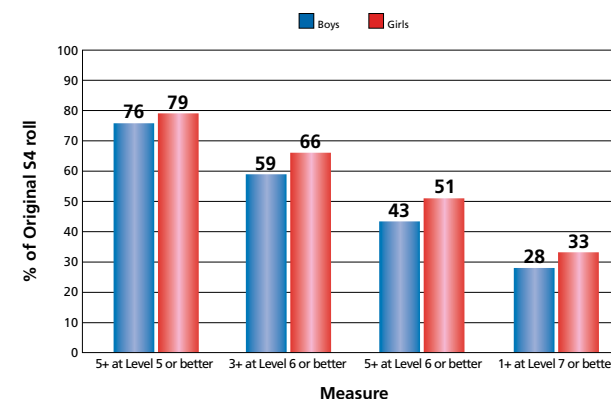
Schools and the authority track individual pupil attainment and the progress of specific groups of pupils such as boys and girls, various ethnic groups and pupils with additional support needs.

The baseline 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. The following charts show the differences in attainment between boys and girls at other stages in East Renfrewshire.

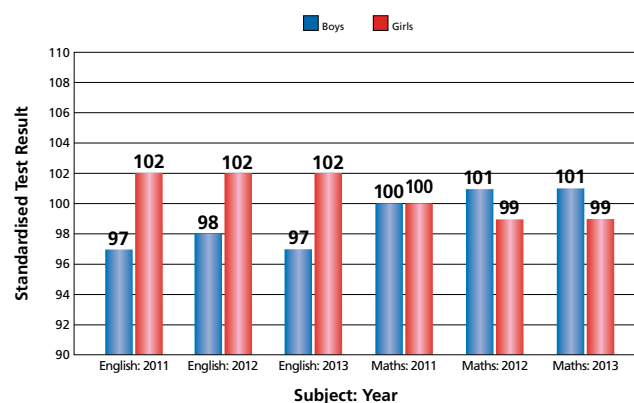
Percentage of primary pupils achieving appropriate levels: By Gender 2013



S6 Cumulative Performance in SQA Examinations by Gender 2013



S2 Standardised Test Results: By Gender 2011 - 2013



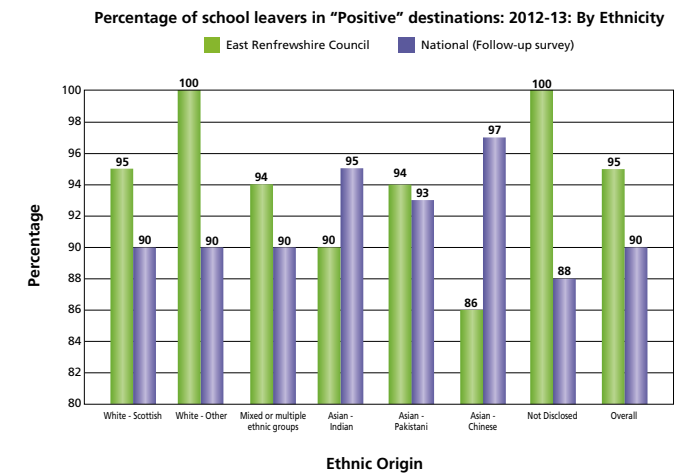
The pattern of primary attainment in terms of gender was similar to previous years, with boys’ and girls’ attainment most similar in mathematics. At secondary, boys’ and girls’ attainment is also similar in mathematics; however in English boys’ attainment is around 5 points behind the girls albeit with a smaller gap in 2012. At S6 the gender gap was smaller than previous years. 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 2011 to 2013 and the progress made towards new 3 year average targets (2012-14) for a number of key performance measures.

	2011	2012	2013	Target 2012-14
Percentage S4 Boys attaining SCQF level 5 or better in English	56.5%	64.9%	63.1%	57%
Percentage S4 non-white pupils SCQF level 5 or better in English	51.2%	67.3%	66.1%	51%
Percentage of S4 non-white pupils attaining SCQF level 5 or better in Mathematics	60.4%	69.6%	65.7%	59%
Percentage of S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in English	31.2%	34%	38.2%	30%
Percentage of S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in Mathematics	30.5%	28%	34.6%	30%

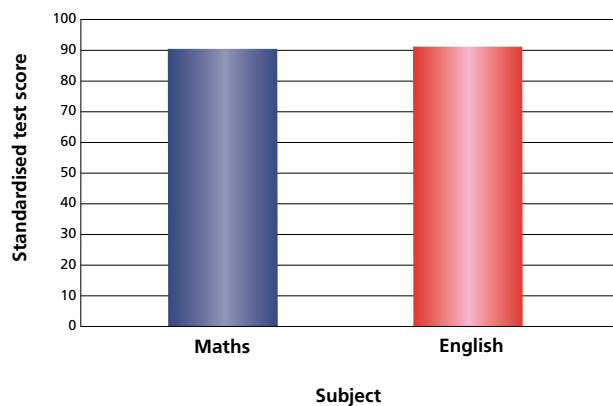
There was an improvement in attainment in two measures with the authority on track to meet all of the targets.

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 nearly 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 primary 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 2297 in 2013.

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

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
City & Guilds Level 2	0	6	5	7	-
One unit studied at Level 6	-	-	-	3	6
Two units studied at Level 5	-	-	-	6	-
Four units studied at Level 6	-	-	-	9	-
Four units studied at Level 5 and 6	32	29	30	-	-
SCQF Level 1	6	14	9	12	9
SCQF Level 3	0	10	5	0	5
SCQF Level 4	13	44	73	38	46
SCQF Level 5	27	25	40	34	47
SCQF Level 6	34	34	52	51	82
SCQF Level 7	5	11	15	9	6
Various*	21	35	33	38	33
Total	138	208	262	213	234

*Includes ASDAN, National Rescue Standard (NaRS), First Aid Awards, British Institute Innkeeping Awarding Body (BIAB).

Appendix 2 - Schools and Services Inspected in 2012-13

During session 2012-13, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland (formerly HMIE)

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

- Mearns Primary School

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

- Calderwood Lodge Primary School
- Thornliebank Primary School
- Uplawmoor Primary School
- Mearns Castle High School

Standards & Quality and Thematic Reviews

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

- A Review of Support and Protection took place in Eaglesham Primary.
- A Review of Modern Languages took place across 12 primary and secondary schools and pre-five establishments looking at learners' experiences from pre-school through to S6.

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.

- BIIAB: British Institute of Innkeeping Awarding Body

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

آپ کے لیے اس دستاویز کی دیگر زبانوں میں وضاحت کی جاسکتی ہے اور دیگر مختلف صورتوں میں جیسا کہ بڑے حروف یا 0141 577 3001 پر افراد کے لیے ایجنڈے ہوئے حروف کی کھائی (میں فراہم کی جاسکتی ہے۔ مزید معلومات کے لیے برائے مہربانی ٹیلیفون نمبر 0141 577 3001 سے رابطہ کریں یا customerservices@eastrenfrewshire.gov.uk کے پتہ پر ای میل بھیجیں۔

आप के लिए इस दस्तावेज़ की व्याख्या अन्य भाषाओं में की जा सकती है और बदलते रूपों जैसे बड़े अक्षरों और ब्रेल पर भी प्रदान की जा सकती है। कृपया अतिरिक्त जानकारी के लिए कस्टमर फ़स्ट वालों से इस फ़ोन नंबर पर संपर्क करें: 0141 577 3001 व इस पते पर ईमेल करें: customerservices@eastrenfrewshire.gov.uk

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 কাঠোঁমার ফাফট টেলিফোন: ০১৪১-৫৭৭ ৩০০১ অথবা ইমেইল : customerservices@eastrenfrewshire.gov.uk

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

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。
電話: 0141 577 3001 或電郵 customerservices@eastrenfrewshire.gov.uk

