

Department of Business Operations and Partnerships

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Date: 17 June 2022

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TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), and Councillors T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; Ms F. Gilchrist and Ms D. Graham.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held on **Thursday, 23 June 2022 at 10.00am.**

The agenda of business is as listed below.

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DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

Please note this is a virtual meeting.

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Customer Excellence Award – Report by Director of Education (copy attached, pages 3 - 24).**
4. **Early Learning and Childcare Annual Report – Report by Director of Education (copy attached, pages 25 - 38).**
5. **Education Department Update on Developing the Young Workforce and Implementation Plan 2022-2025 – Report by Director of Education (copy attached, pages 39 - 52).**
6. **Report of the Impact of the Numeracy and Mathematics Strategy 2018-2021 (copy attached, pages 53 - 64).**
7. **Standard Circular 6: Dressing for Excellence – A Departmental Policy on School Uniform – Report by Director of Education (copy attached, pages 65 - 74).**

8. **Future Specialist Additional Support for Learning Provision for Children of East Renfrewshire Council – Report by Director of Education (copy attached, pages 75 - 98).**

9. **Consultation on the Establishment of Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023 and Beyond – Report by Director of Education (copy attached, pages 99 - 146).**

This document can be explained to you in other languages and can be provided in alternative formats such as large print and Braille. For further information, please contact Customer First on 0141 577 3001 or e-mail customerservices@eastrenfrewshire.gov.uk

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 June 2022Report by Director of EducationCUSTOMER SERVICE EXCELLENCE AWARD**PURPOSE OF THE REPORT**

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

RECOMMENDATION

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

BACKGROUND

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

4. The previous review for the Education Department took place in March 2021 with assessment undertaken on an annual basis.

REPORT

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

- a) The first stage was a review of self-assessment evidence presented by the department, which enabled the assessor to gain an understanding of how East Renfrewshire Council's Education Department meets the requirements of the Customer Service Excellence standard.
- b) The second stage was to review the actual service delivered in establishments by examining a 'customer journey'. This was focused on two areas, firstly approaches to building staff capacity through professional learning, the professional review and development process, professional update and the

opportunities provided by the department for Career Long Professional Learning (CLPL). Practitioners and leaders from ELC, Primary, Special and Secondary schools shared their experiences with the assessor. Secondly we demonstrated the continuity of learning during the COVID-19 pandemic across schools and services including ELC, primary, secondary, and vocational learning. This part of the review involved learners, staff and parents from Our Lady of the Missions Primary School and St Ninian's High School in a discussion of their experiences of remote learning; a range of partners and staff in discussion of coordinated and partnership support for vulnerable learners; and a discussion with learners and parents from our high school communities about learning through vocational programmes.

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

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

'You work with customers to develop insight about their specific needs and preferences and prioritise these'

'There is a well-established and very strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this.'

'You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity'

7. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified 31 areas of 'Compliance Plus', *'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.'* The number of areas of compliance plus had previously increased over the course of annual assessments from 10 in 2015, 26 in 2019, to 31 in 2021.

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

- Strong customer focus on training and development;
- Valuing the contribution our staff make to delivering customer focused services, and leaders, managers and staff demonstrate these behaviours;
- Providing our customers with the information they need in ways that meet their needs and preferences, using a variety of appropriate channels;
- monitoring and meeting performance standards and sharing performance with customers;
- Demonstrating analysis of customer feedback and complaints and fully acting on such feedback, and where appropriate implementing corrective actions and improvements.

9. The report identifies one area for improvement, which the assessor describes as *'not a negative area for improvement just a reminder for the assessor to see how much progress has been made in increasing the number of participating students by the time of the next visit'* in relation to the uptake of vocational pathways by our senior pupils. There are excellent processes in place to offer young people vocational training opportunities leading to SCQF qualifications. However, due to the pandemic restrictions the uptake of courses has

decreased. However, it is predicted that the uptake will be considerably higher for the next academic year.

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

CONCLUSION

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

RECOMMENDATION

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

Mark Ratter
Director of Education
23 June 2022

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

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Assessment Report

CUSTOMER SERVICE EXCELLENCE

EAST RENFREWSHIRE COUNCIL – EDUCATION DEPARTMENT

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1. EXECUTIVE SUMMARY

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

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

The outcome of the assessment was -

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

Address:	Council Offices 211 Main Street Barrhead Scotland G78 1SY United Kingdom Barrhead Scotland G78 1SY		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	Catherine Dillon Ruddy		
Site(s) assessed:	Remote assessment	Date(s) of audit(s):	18-03-2022, 21-03-2022
Lead Assessor :	Bob Mandy	Additional team member(s):	
Type of Assessment:	Annual Review		



Review of Certification Claims	Claims are accurate and in accordance with SGS guidance
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2. CONTEXT

East Renfrewshire Council - Education Department has 275 staff and provides an education service through 7 secondary schools, 24 primary schools, 13 nursery classes, 10 family centres and one special school for children and young people with severe learning difficulties. The Education Department also has responsibility for Adult Learning and Facilities Management. Since the last assessment the Education Department additionally provides the service to Overlee family centre and Crookfur family centre

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

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

The department has adapted the service well to meet the challenges presented to them by the pandemic. As stated at the previous CSE assessment, learning hubs were established for vulnerable children and children of key workers; all other children and young people were supported by teachers and support staff to engage with and participate in digital and remote learning opportunities to ensure continuing education provision when this was appropriate. Whilst things are gradually returning to normal the department has analysed the remote learning approach that had to be developed and implemented and is taking forward some of positive points. Remote learning will stay where pupils cannot attend school.

The department provided evidence to show that:

- Remote learning continues to be embedded in practice across education establishments as required. Parental support is evident through routine online reporting, consultations, Parent Council Meetings etc.
- Enhanced systems and approaches to deliver staff training, support and professional development opportunities online, including a wide range of training to support digital learning and teaching continue to be utilised and evaluated.



3. METHOD OF ASSESSMENT

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

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

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

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

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

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

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

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

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

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



4. OPENING MEETING

The remote assessment commenced with an opening meeting conducted using Google Meet.

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

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

5. ON-SITE ASSESSMENT

The assessment method used was a full remote assessment due to the current circumstances of the Covid19 Pandemic. Evidence was submitted electronically via email and the assessment interviews took place via Teams meetings.

I was supported throughout the assessment by Catherine Dillon Ruddy and other personnel within the organisation were involved when assessing activities within their responsibility.

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

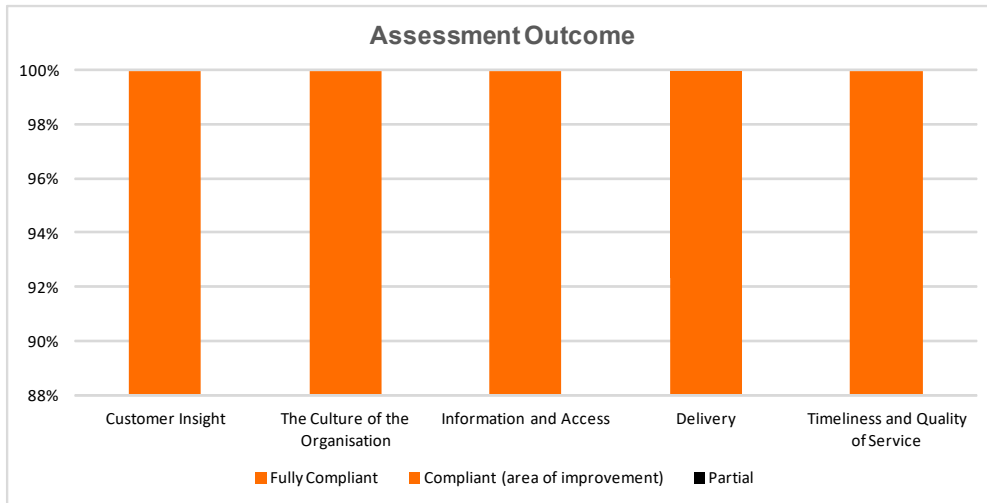
Criterion	Maximum number of Partial compliance	Actual number of non-compliance	Actual number of partial compliance	Actual number of Areas for Improvement
1	2	0	0	0
2	2	0	0	0
3	2	0	0	0
4	3	0	0	1
5	2	0	0	0

Number of good practices awarded during the assessment	9
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Have the partial compliance(s) raised at the last assessment been closed?	N/A
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Criterion	Maximum number of partial compliances	Actual number of non-compliances	Actual number of partial compliances	Actual number of Areas for Improvement	Fully Compliant
1 Customer Insight	2	0	0	0	11
2 The Culture of the Organisation	2	0	0	0	11
3 Information and Access	2	0	0	0	12
4 Delivery	3	0	0	1	12
5 Timeliness and Quality of Service	2	0	0	0	10



6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

None raised

CRITERION 2

None raised

CRITERION 3

None raised

CRITERION 4

None raised

CRITERION 5

None raised



7. OBSERVATIONS

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

The area for Improvement raised at the last assessment has been addressed by the client and can be closed out.

Areas for Improvement

- 4.1.1 There are excellent processes in place to offer young people vocational training opportunities leading to SQF qualifications. However, due to the pandemic restrictions the uptake of courses is down from more than 600 pre-pandemic to 365 this year. However, it is predicted that the uptake will be considerably higher for the next academic year.

Areas of Good Practice

- It was encouraging to see that all East Renfrewshire educational facilities are getting back to normal face to face contact. However, it was good to see that the department is reviewing how remote learning has worked since March 2020 and it looking to use these in a flexible approach in the future. The department stated:

Although we are no longer in a 'lockdown' situation all education establishments need to be ready to deliver a blended learning approach as and when required.

- Creating online classrooms for all classes in all schools
- Online provision for supporting families
- Digital support:
- Working with local authority and national agencies to share sector-leading practice and learn from best practice elsewhere
- Identifying best practice in own teams and using digital means to share and celebrate this.
- Although it is mentioned above as an area for improvement it was clear from interviewing young people that vocational learning and achieving recognised Scottish qualifications is a much valued and appreciated avenue for learning. It can also be an excellent platform to help young



people make their career choices. The department works in partnership with many organisations and offers training across a wide variety of sectors:

- Aviation and Travel
 - Business and Finance
 - Care, Health, Life Science and Social Care
 - Construction and Engineering
 - Creative and Digital Industries and Music
 - Fashion and Design
 - Hair and Beauty
 - Horticulture, Hospitality and Landscaping
 - Humanities and Social Sciences
 - Sport
 - Uniformed and Emergency Services
 - Vehicle Systems
- There is a comprehensive schools website and the department is developing and launching a digital hub for parents and carers. Parents interviewed felt that this would be of great use to them.
 - It is clear that the department offers support that is appreciated by all those interviewed. This view was particularly well endorsed by the teachers interviewed. They felt that the support they have received during the difficult last two years was vital for them to continue to teach their classes remotely. The support they received was both in IT software and learning platforms to enable them to keep lessons going throughout COVID-19 lockdowns and restrictions. This view was shared by pupils who appreciated the remote lessons. It was interesting to note that when asked about the advantages of being taught at home one pupil said that the best part was being able to keep their pyjamas on all day!
 - There are robust processes in place for consulting with all stakeholders via focus groups. An example of this is the involvement of focus groups in reviewing the department's digital strategy.
 - Parents interviewed felt it was right that the lessons delivered focused on numeracy and literacy but that it was good that schools made learning fun and kept in touch throughout the pandemic. They felt that the schools had gone the extra mile in keeping up the social side of education. The on-line assembly and the way they encouraged pupils to keep in touch with their class friends were seen as particularly praiseworthy. The parents also felt that the online lessons improved between the two lockdowns proving to



them that the schools had reviewed the remote learning and improved it as a result.

- The department provided more than 1100 computers to families who needed them and surveyed parents to see who needed IT equipment. This also catered for families with more than one child at school as most homes would not have a computer per child. They also helped with any IT issues that cropped up and also with Wifi and broadband issues.
- Professional learning has continued to be encouraged across the authority and this has been a great success at sharing best practice. The digi – hub has proved invaluable at sharing best practice. In addition they have reviewed the CLPL strategy in consultation with head teachers and staff. This has resulted in all staff being assured of time off for CLPL and a wider scope for remote learning.
- As already mentioned, there are robust processes in place for consulting with all stakeholders on a regular basis. The Parental Involvement and Engagement Census (PIE) 2020/21 and the Science Teacher Survey are good examples of this. There are high levels of parental satisfaction with the schools. The Science Teacher Survey tested teachers' confidence in teaching aspects of the science curriculum which in turn advised on what learning and development opportunities were required and the future direction for CLPL.

Areas of Compliance Plus

- You evidenced and discussed the ways in which you collect, record and analyse comprehensive data about the characteristics of prospective and current customers. This included census data and information on such as new housing developments within the area. Data includes such as the early learning and childcare provision detailing such as The Scottish Index of Multiple Deprivation and ethnicity data. In addition, you continue to make good use of customer data to prioritise resources and to best meet their demands (1.1.1)
- You continue to evidence a comprehensive and detailed understanding of your customers and stakeholders both at a macro and micro level. In addition to this being a general feature of your service you make particular efforts to tailor services where the impact is most vital and likely to have significant impact on key outcomes. You link service delivery with the Council strategy and policies as well as with wider Scottish Government and National Frameworks and priorities (1.1.2)



- You evidenced your work in identifying those who are 'hard to reach' and disadvantaged. Importantly, you have utilised appropriate means to consult and involve these groups and individuals in order to tailor your service in ways that are meaningful to them. There were numerous examples of close working with parents/ carers, pupils and staff. This work was evidenced in discussion with a range of stakeholders during this assessment visit (1.1.3)
- You have a very well established and developed engagement strategy. This is reviewed in a frequent and systematic way to ensure the robustness and comprehensiveness of the measures used. This was discussed and evidenced at this assessment visit. There is within an annual calendar that demonstrates the strategic, pre-planned nature of core consultation activities. The range of methods and groups involved in consultation are referred to throughout this report (1.2.1)
- You understand the importance of understanding your customers and have evidenced a range of effective consultation mechanisms. The understanding of customers, alongside being at the forefront of learning and teaching pedagogy and utilizing Government Policy, is viewed as integral to continually improving your service and you also advise customers of the results and action taken. At the highest level, the Director of Education engages with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate. The Director has also involved other Council Services in feeding into the consultation of, and with, stakeholders. Your system for pupil representation at school level involves the use of minutes and Action Plans to track issues raised and any action required. At another level, there is community engagement which seeks to involve communities in engaging with the Council to develop services to meet the needs of local communities and The Education Department plays an important part in such discussions (1.2.2)
- You have very high levels of customer satisfaction and these continue to improve over time. The Assessor was able to view comparable data over time as part of your evidence at this remote assessment (1.3.4)
- You work with customers to develop insight about their specific needs and preferences and prioritise these. You then develop your service to assist customers in meeting their identified needs and preferences throughout their customer journey with your service. At this remote assessment, the Assessor spoke with a range of stakeholders and was able to see evidence of your development of insight and the way that was used to continuously develop service provision in ways that were meaningful and



added value to customers. Discussions around the evolution of learning and teaching throughout the Covid-19 pandemic was one good example of this (1.3.5)

- There is a well-established and very strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this. As discussed in this report, there are many and varied strategies in place to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained. Throughout this remote review there was strong evidence that a wide range of consultation mechanisms are deployed, and results and actions are published, and this informs implementation where appropriate. At an individual level, there are appropriate consultation processes in place with your customers and staff alongside relevant action planning and review processes (2.1.1)
- You have used your extensive customer insight to inform policy and strategy and to prioritise service improvement activity. In this assessment, we considered remote learning and teaching, supporting vulnerable children and learners and vocational learning throughout the Covid-19 pandemic to date. There were numerous examples evidenced of where the evolving needs and preferences of customers were taken account of and directly influenced service improvement and delivery. One example of this was the changing nature and type of support offered in the provision of meals to those with free school meals entitlement (2.1.2)
- You understand the importance of training in respect of Data Protection and Information Security to protect the privacy of customers. The Department has ensured that staff have been appropriately trained around the legislation in respect of Child Protection and Data Sharing. You now have an officer responsible for compliance with GDPR in place and this was confirmed at this remote assessment (2.1.5)
- At this assessment, the Assessor spoke with several staff from different aspects of the service during MS Teams meetings. It was apparent that staff are empowered to act in a person-centred and learner focused way. One example being during a discussion around opportunities to improve communications between the service, colleges and pupils. Staff were also very confident and able to explain and answer questions about their work. Staff also contribute to the wider educational dialogue in Scotland and beyond and demonstrated high levels of understanding as to why certain practices were being implemented and could explain this in a user-friendly way (2.1.6)



- At this review, you were able to evidence a strong customer focus in relation to training and development. Your Continued Professional Development (CPD) provision has largely moved online whilst maintaining very high levels of satisfaction. Attendance at CPD courses has increased due to the greater accessibility of online training and whilst staff were working remotely (2.2.1)
- You continue to develop training and development for staff and evaluate the effectiveness of this and other interventions on customer focus and outcomes. You use a performance management system to provide constructive feedback on the customer focus delivered across the service. You conduct Classroom observations at school, Quality Improvement Officer and Education Scotland levels (2.2.3)
- Customer facing staff insight and experience is incorporated into internal processes, policy development and service planning through a variety of channels. As indicated earlier, staff have a keen awareness of customer needs and preferences at both a macro and micro level. At this assessment, stakeholders confirmed the staff had a good understanding of young people as individuals. In addition, during this remote assessment it was clear that, across the service, staff understand customer needs and preferences. Where appropriate, they use this knowledge to tailor services to maximise impact and positive outcomes (2.2.4)
- You value the contribution your staff make to delivering customer focused services, and leaders, managers and staff demonstrate these behaviours. You nominate staff for the Council Staff Awards. You also utilise the Kudos Awards to acknowledge staff for their customer focus (2.2.5)
- You were able to demonstrate that your information provision is comprehensive and that you communicate directly where any new initiative or practice is introduced. You tailor information to specific customer group where appropriate. During this remote assessment you provided evidence of providing a full range of information about your services through different channels. Stakeholders also spoke of good communications generally (3.1.1)
- You provide your customers with the information they need in ways that meet their needs and preferences, using a variety of appropriate channels. There is much and varied evidence of this and that was provided during this remote assessment visit. As a norm, you provide information in ways that take account of the needs, preferences, capacity and capability of customers. You adjust the way you deliver at school level to suit different learners and respond to preferences for different information and delivery



methods. During the Covid-19 pandemic, you have made contact with young people and carers to ensure their information needs are being best met during challenging circumstances (3.2.1)

- You have improved the quality of your information to make it more accessible. This includes increasing use of GLOW and increased use of such as video and networking opportunities. You are making increased use of Microsoft Forms and Teams. Throughout this year you have developed such as your Digihub, Lingualab and Equalities newsletters further (3.2.3)
- You make your services easily accessible to all customers and stakeholders through provision of a range of alternative channels. Examples being, online learning through GLOW, Google Classroom, vocational education in Colleges and the Community. In additional access via other routes such as other Council Departments is possible (3.3.1)
- You ensure that where customers can visit your premises in person, facilities are as clean and comfortable as possible. During the Covid-19 pandemic, you have implemented cleaning regimes, hygiene protocols and sanitising facilities. You make sanitising products available for pupils and staff in school; children and young people to supported to use these on entering and exiting classrooms to keep spaces and equipment clean. You have implemented additional signage and information to support increased hygiene and social distancing. Staff are trained to use PPE where appropriate and clear guidance issued, supported by ease of access to PPE as appropriate. Additional PPE is provided where staff identify in risk assessments that they need this to feel comfortable at work (3.3.3)
- You have arrangements with additional Colleges to supply additional and a wider range of opportunities to staff and pupils. This year, the Assessor heard how partnership working with Colleges continues to support workforce development, adult learning and vocational qualifications. The Assessor spoke with staff, young people and parents involved in these areas as part of this remote assessment. As noted earlier, work with active schools and the hub provision was significant this year in response to Covid-19 and Scottish Government guidelines (3.4.1)
- You have continued your work with a range of partners such as local Colleges, Family First and Active Schools to provide greater choice and joined-up services.. It is clear in these instances who is accountable for the service. In the vocational programme, pupils and parents/ carers have a dedicated telephone number and staff team to contact (3.4.2)



- You support the local and wider community in several ways. Some examples include your ongoing commitment to the support for future generations of early learning centre and school staff. You participated in a national consultation to adapt support for trainee and probationer teachers during the Covid-19 pandemic, and support for schools to implement the resulting guidance. Your QIO team input to a review of the Scottish Government parental engagement and involvement survey to include a question set with a focus on equity, equality and mental health. Your Educational Psychology team were involved in supporting the parent community and in liaison with Social Work to ensure families and the wider community receive support when needs are identified through interaction with Education services (3.4.3)
- In 'non-core' business ways, your work in the humanitarian hub in providing food and Christmas gifts is worthy of note. A group of technical teachers also provided face masks to support key workers in the health care sector (3.4.3)
- You monitor and meet your performance standards and you tell your customers about your performance. East Renfrewshire continues to perform very well in national qualifications. In addition, you perform very well when analysing your leaver destinations. You have detailed monitoring of performance and report on your performance at school and authority level and this is used to proactively manage and support pupils and staff. The use of such data at all levels within the Department is actively encouraged (4.1.2)
- You demonstrated that you benchmark your performance against that of similar or complementary organisations and have used that information to improve your service. You also make use of the Insight Virtual Comparator to benchmark performance. You have worked with Schools to support young people into positive destinations and use benchmarking to ensure your performance in this area is of a very high standard. You performed very well in these areas and use benchmarking to improve performance more widely (4.2.3)
- You have significantly developed and become engaged in more benchmarking and opportunities to learn from and contribute to good practice. You have a strong ethos and culture of being a learning organisation and being involved in the wider educational environment is part of this. You are involved with a group of Local Authorities (the West Partnership) and this has led to additional partnership working and the



spread of good practice. You have examples of your good practice published on the National Improvement Hub (4.2.4)

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



Scotland standards govern teacher standards, and these are reviewed through your PRD system. For central support staff you conduct 'Quality Conversations' to set and review appropriate standards. Some non-teaching staff within the service will also require to follow the standards of their professional bodies (5.1.2)



8. ACTION PLANNING & NEXT STEPS

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

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

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

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

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

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

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

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

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

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

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 23 JUNE 2022Report by Director of EducationEARLY LEARNING AND CHILDCARE ANNUAL REPORT**PURPOSE OF THE REPORT**

1. The purpose of the report is to update Education Committee on the approaches taken to develop Early Learning and Childcare (ELC) services. The report outlines the steps taken to improve further the quality, flexibility, accessibility and affordability of provision and experiences for young children.

RECOMMENDATION

2. Education Committee is asked to note the continued progress of the delivery of 1140 hours ELC and comment on the contents as outlined in this paper.

BACKGROUND

3. The Scottish Government set a transformational agenda to almost double the entitlement to free ELC from 600 hours to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds, with underpinning key principles of quality, flexibility, accessibility and affordability.

4. In September 2017 Education Committee approved East Renfrewshire's expansion plan including the 1140 hours models of delivery for early learning and childcare. The Council has a reputation for providing high quality early learning and childcare, which is flexible, affordable and accessible to all families in their local community.

5. In March 2020 the Scottish Government delayed the statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2020 as a result of the COVID-19 pandemic.

6. In June 2020, Education Committee approved the department's proposal to continue to progress with plans to deliver 1140 hours of early learning and childcare for all eligible 2, 3 and 4 year old children from August 2020 albeit in a more limited way given the impact of COVID-19 on plans.

7. In December 2020 the Scottish Government confirmed its commitment to every eligible 2, 3 and 4 year old child receiving 1140 hours of free early learning and childcare, with a new implementation date of August 2021.

REPORT***Quality***

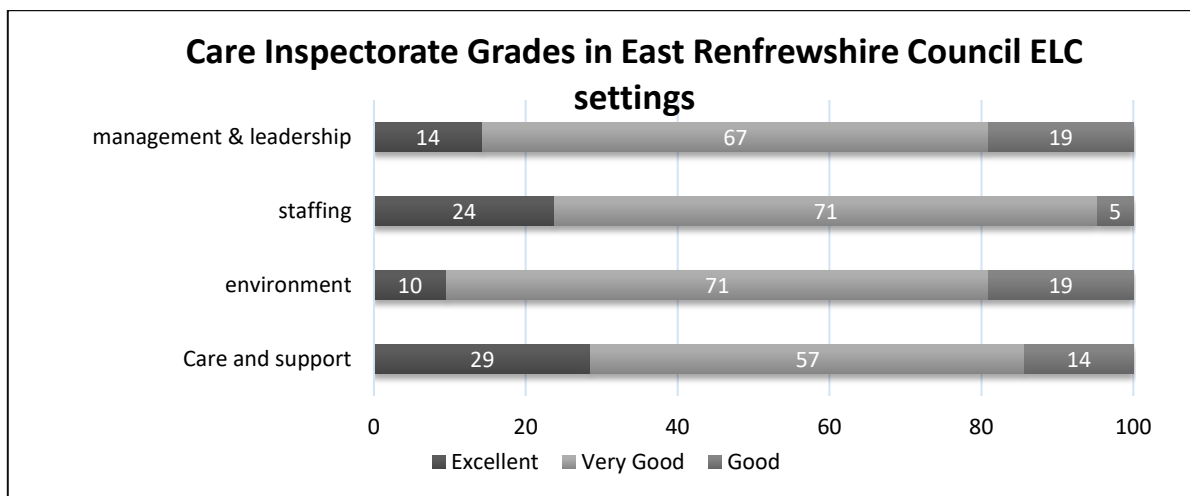
8. Quality is at the heart of the delivery of funded Early Learning and Childcare (ELC) entitlement. Despite the challenges of Covid-19, the Care Inspectorate re-introduced routine

inspection activity from August 2021 visiting establishments in person. Two local authority settings and 2 Funded Providers have been visited this session as part of this regime.

9. In order to deliver funded places ELC settings will be required to meet the National Standard which includes achieving grades of good or better across the range of criteria reported on by the Care Inspectorate. The Scottish Government has provided some flexibility for providers, in recognition of the challenges posed by the pandemic, through publication of Interim Guidance on Funding Follows the Child and the National Standard which will remain in place for session 2022/23.

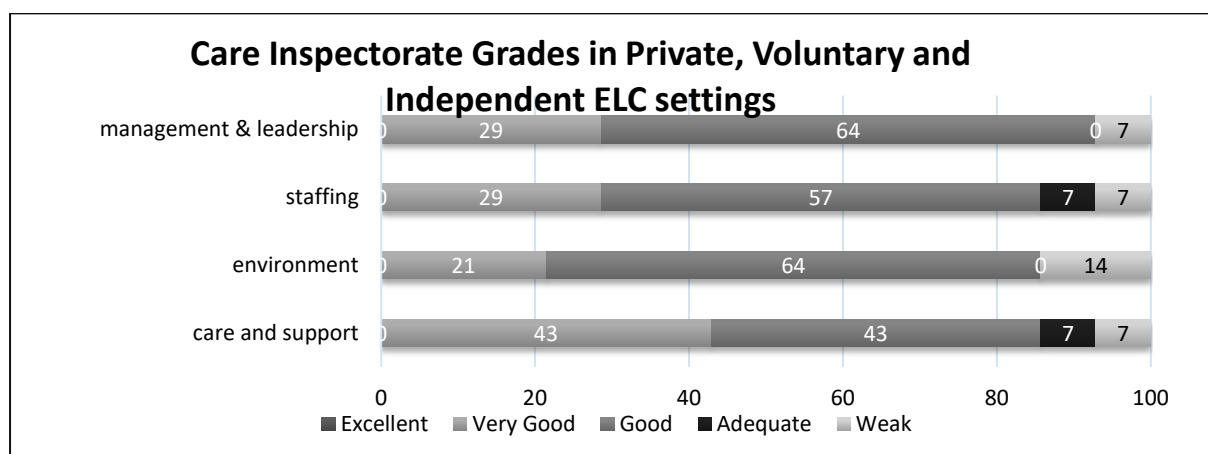
10. The quality of ELC in our local authority settings exceeds the National Standard with most settings achieving grades of very good or better as shown in Chart 1 below.

Chart 1



11. These grades reflect the 21 settings which had been inspected by the Care Inspectorate between 2016 and May 2022. Maidenhill and St Cadoc's Nursery Classes were inspected for the first time this session, having opened in August 2019. Cross Arthurlie Nursery Class and Overlee Family Centre have not yet been formally inspected.

Chart 2



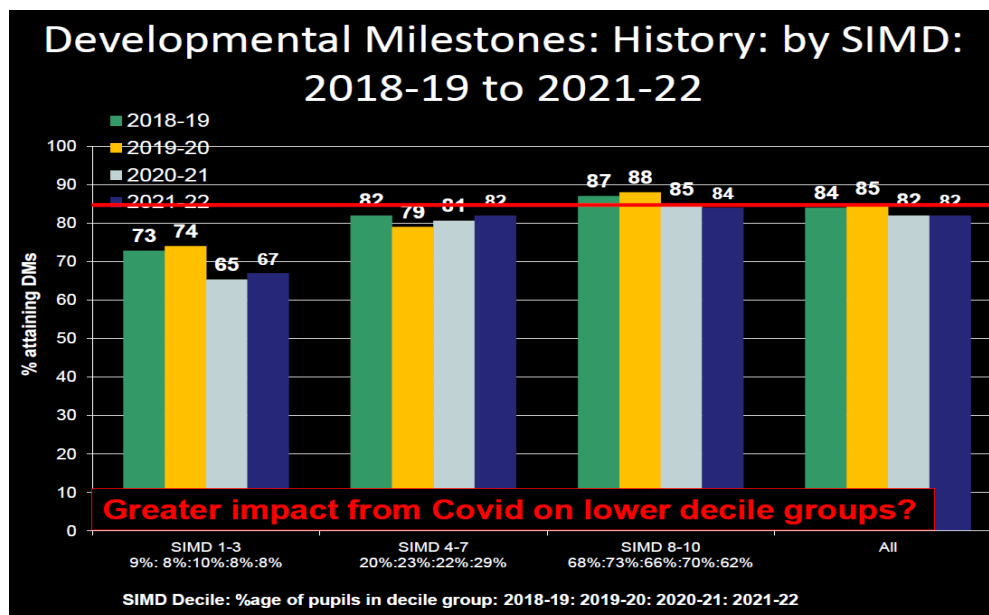
12. Most Funded Providers delivering funded ELC in East Renfrewshire also meet and, in some cases, exceed the National Standard requirement to achieve grades of good or better. Two settings however have seen a reduction in their evaluations in recent inspections. As

such, these settings are engaging in Service Improvement Periods with the Education Department and are receiving further support from the Care Inspectorate Improvement Programme along with another setting seeking support to improve.

13. Since 2013-14 data has been gathered on the percentage of children achieving the expected levels of development on entry to primary 1. The following developmental components are assessed: Social, Emotional, Attention, Speech, Expressive Language, Receptive Language, Communication, Gross Motor Skills, Fine Motor Skills and Behaviour. Between 2016-17 and 2019-20, there had been a steady increase in the percentage of children achieving their developmental milestones within the least affluent communities, Scottish Index of Multiple Deprivation deciles 1-3. However, following the lockdown periods during 2020/2021 there was a significant reversal in the previous reduction in the gap between the achievement of those from the most affluent, SIMD 8-10, and least affluent, SIMD 1-3 deciles, with the gap being 14% in 2019-20 which rose to 20% in 2020-21.

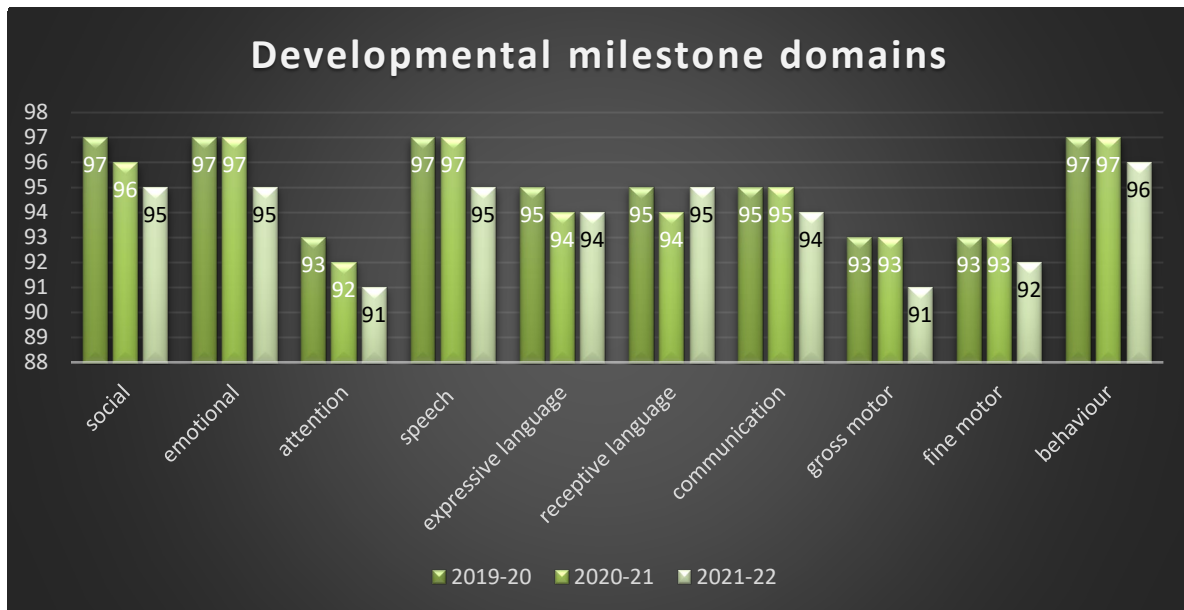
14. In 2021-22 there has been a reduction in the gap to 17%, although this is attributed to an increase in performance of children living in SIMD 1-3 and a small reduction in the performance of those in deciles 8-10 and remains higher than pre-pandemic levels. This cohort of children had experienced nursery closures in both their ante-pre- and pre-school years, from March – June 2020 and in January/February 2021. However, from August 2020 they were able to access 1140 hours of ELC compared to the previous session when 600 hours was still the norm. Chart 3 below details the Developmental Milestones history by SIMD.

Chart 3



15. Chart 4 shows the impact of the pandemic on the different developmental domains, with some areas showing a decrease for the first time compared to 2019-20 and 2020-21.

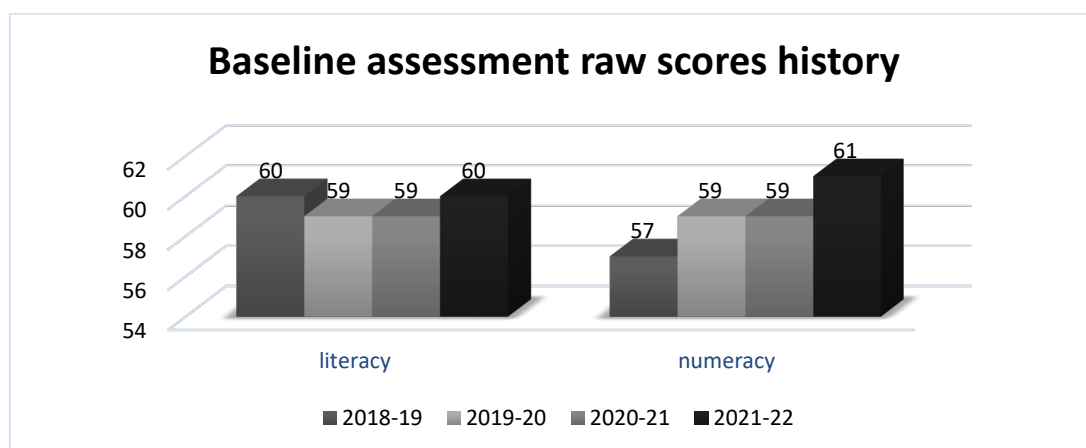
Chart 4



16. This data also reflects the findings of the national COVID-19 [Early Years Resilience and Impact Survey \(CEYRIS\)](#) report published in January 2022 which found that for a substantial proportion of parents and carers perceived the pandemic to have had a negative impact on child and family health, wellbeing and development.

17. A Baseline Assessment has been in place since 2005-06 to assess children's attainment in literacy and numeracy on entry to primary one. In contrast to the Developmental Milestones, overall performance in literacy and numeracy remained consistent with previous years, with a slight increase in numeracy as shown in Chart 5.

Chart 5



18. There continues to be a gap between the attainment of those living in SIMD 1-3 and those in SIMD 8-10. This poverty related attainment gap has remained at 9 points for numeracy compared to the previous year and reduced in literacy from 10 points in 2020-21 to 7 points in 2021-22. This positive result may be attributed to the high quality remote learning which was available during the periods of school closure and the increased provision of 1140 hours ELC which these children received. Resources from recovery monies were effectively deployed to support the recovery curriculum with a focus on literacy, numeracy and health and wellbeing.

19. The East Renfrewshire digital tool for tracking children's development and attainment throughout their nursery experience has been further developed and improved by a group of early years professionals to make it more user friendly. As a result, this is now being routinely used by all local authority ELC settings to track children's progress, identify next steps and provide support or challenge for those children who need it. From August 2021 the data from the tracking tool was shared with primary schools ensuring progressive transitions in children's learning as they moved between sectors and through the early level of Curriculum for Excellence.

20. The internal Family Centred Approaches Accreditation Framework, provides an opportunity for all ELC settings to measure how well they support children and families in their care. ELC settings adopted digital approaches, enabling adherence to public health restrictions, whilst still working alongside families. Two family centres achieved Gold Family Focused status this session bringing the total to 26% of local authority ELC settings with Gold accreditation, with 57% at Silver and the four newest nurseries which have opened since 2019 working towards Bronze (17%).

Quality of the Early Years Workforce

21. East Renfrewshire Council continues to invest in its current workforce to ensure that all our staff are highly skilled and motivated. This investment continues to take various forms including a focus on Career Long Professional Learning (CLPL) and professional inquiry.

22. Throughout 2021-22 ELC practitioners have continued to make effective use of the '0-6 Pedagogy' online hub which was developed as part of the ELC expansion plan. This online resource provides staff in local authority and funded provider settings with an increasing range of high-quality learning materials. These include; online training videos, SWAY presentations, research articles, video clips, photographs and interviews with experienced practitioners. Usage data shows a high level of engagement with the materials with 3029 views in 2021-22, an increase of 53% on the previous year. New staff benefitted from the induction resources and materials sharing the theory and background of ELC practice. Quality Mealtimes was also a focus for many this session (122) as practitioners began the implementation of the lunch provision associated with 1140 hours, as was the implementation of the Early Years Tracking Tool (255).

23. Senior and Depute Head of Centre forums maintained a focus this session on supporting staff with the challenges of delivering 1140 hours of high quality ELC within the varying levels of public health restrictions still in place. Evaluations show that these forums have been vital in supporting middle leaders as they work with their staff teams to review and evaluate their practice in response to Public Health guidance. An example of this is the focus on parental engagement and involvement to overcome the challenges faced when parents have had only limited access to the ELC settings since March 2020. The forums were held 3 times a year prior to the expansion planning when they increased to quarterly. Now that 1140 hours has been successfully implemented and Covid recovery is well underway, these will revert to 3 times a year from August 2022.

24. A peripatetic teacher was funded to support all children who attend a Funded Provider nursery in East Renfrewshire. Enhanced risk assessments and access to testing enabled this support to continue this session and the use of outdoor spaces and experiences for learning provided further mitigation of risk. Qualitative data indicates Funded Providers value this support immensely.

25. The aspiration of a graduate workforce (100% qualified staff) in early years continues to make significant progress in East Renfrewshire. This year we were able to support 8

practitioners currently undertaking their Bachelor of Arts Degree (BA) by funding the cost of some of their study modules. We also developed a new partnership with University of West of Scotland to provide Graduate Apprenticeships for 2 child development officers.

26. As ongoing restrictions have curtailed the annual ELC Conference, introduced in 2017, an alternative was offered through the Springtime Seminar Series. Over 10 weeks practitioners were able to sign up to inspiring CLPL sessions with leaders in early years thinking. All of these sessions were fully subscribed and the impact was evident through social media posts demonstrating changes being made to practice as a result of the ideas shared.

27. Our staff continue to benefit from our involvement in the West Partnership (Glasgow City Region Education Improvement Collaborative). The West Partnership has formed a relationship with Edinburgh University, allowing us to access extremely high quality professional learning linked to current research, policy and theory underpinned by the principles of Friedrich Froebel, one of the earliest pioneers of early childhood education. A further 12 practitioners from our schools and nurseries benefitted from this opportunity in 2021-22 and were commended by the University for the high quality of their work. A further 4 practitioners have taken their learning further by engaging with the Froebelian Futures Professional Enquiry Programme. This has led to improved experiences for children in these setting with projects shared on a national digital resource.

Flexibility

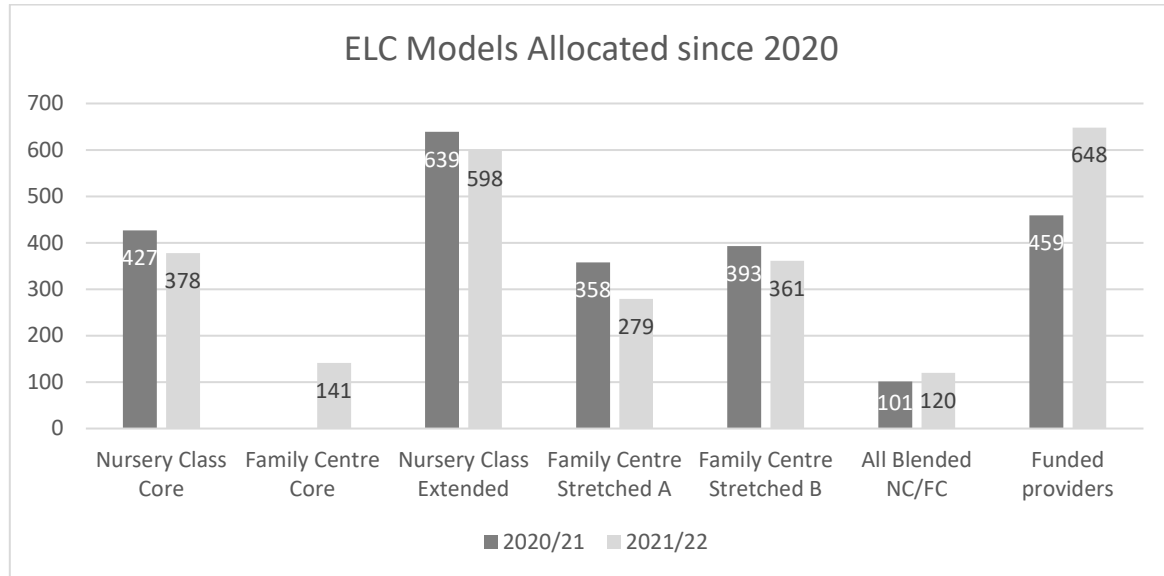
28. The following models were available for families to choose for session 2021-22:

- | | | |
|------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Core Provision | - | 5 sessions of 6 hours per week
(school days over the school year) |
| b. Extended Day Provision | - | 3 sessions of 10 hours per week
(longer days over the school year) |
| c. Stretched Provision A | - | 5 sessions of 4 hours 45 minutes per week
(half days over a longer year) |
| d. Stretched Provision B | - | 2 sessions of 9 ½ hours and 1 session of 4
hours 45 minutes per week
(mix of full and half days over a longer year) |
| e. Blended Provision | - | 15 hours in LA Establishment and 15 hours
with another provider working in partnership
with ERC per week. |
| f. Funded Provider Provision | - | 30 hours per week (school year) fully funded
provision with a funded provider working in
partnership with ERC, including private, voluntary
and independent (PVI) sector providers and
childminders or 23 hours 45 minutes over 42
weeks |

29. In August 2021, following the biannual parental consultation, Core Provision was made

available in Family Centres as well as Nursery Classes. A total of 2525 children were provided with funded ELC in 2021/22, an increase of 6% on the previous year. Chart 6 below shows the number of places allocated for each model.

Chart 6



30. All nursery places are allocated using the published priorities with a ballot being held where demand exceeds space available. In session 2021-22 91% of families applying for ELC for the first time were allocated their first choice of setting with 75% also receiving their first choice of model. This is a 3% increase in both measures from the previous year reflecting the increased capacity across the authority with all new buildings fully operational from August 2021.

31. Parents told us in the biannual consultation that they were frustrated by the lack of capacity to purchase additional hours over and above their 1140 hours ELC entitlement. The on-going use of 'bubbles' to minimise the risks associated with Covid-19, combined with staff absences related to Covid meant that very few families have been able to purchase additional hours since August 2020. It had been hoped that the facility to purchase additional hours, where space permitted, would be re-introduced from August 2021. The on-going impacts of the pandemic have however meant that this was delayed until March 2022 where a new approach has been piloted across a small number of nurseries in one ELC community. This pilot has been successful with 23 families benefitting from the opportunity to purchase additional hours above their statutory entitlement. This small-scale initial pilot has generated over £1,800 a month in additional revenue through the use of unoccupied nursery spaces. This will now be extended to all settings where capacity allows from August 2022 to enable more families to benefit and further increase additional revenue.

32. The Early Years Intervention Group (EYIG) allows the department to respond and support children and families who need our help most, through the allocation of a range of services and resources. In session 2021-22, 165 referrals have been made through the EYIG to date. 9% received additional free early learning and childcare hours over their entitled 1140 hours, 35% were allocated a nursery place prior to their entitlement, 14% were given support by the Preschool Assessment and Development Unit (PSADU), 9% were referred for further assessment / intervention with Educational Psychology Service, 3% were allocated to the Sensory Support Service, 2% received support from the Home Visiting Teacher and 2% were referred to Family First. 28% of referrals resulted in no resource allocation being made.

33. In October 2019, the Scottish Government committed to legislate to ensure that all children who defer their primary 1 start are able to access funded ELC. Children with a birthday in January or February who defer school entry are automatically entitled to another year of funded ELC. In the current system, where a child's birthday falls between the start of term in August to December, that is children not yet aged 5 years old when starting Primary 1, education authorities are required to exercise discretion as to whether an additional free year of preschool education be granted. Legislation has been laid in the Scottish Parliament which will mean, from August 2023, all children who defer will automatically be able to access funded ELC.

34. It should be noted that approximately 50% of East Renfrewshire parents of eligible children take up their right for an additional year of funded ELC. Using this rate as a guide, once the new legislation comes into effect in 2023, we could see a significant impact on capacity with as many as 300 children requesting an additional funded year of ELC.

35. The department continues to implement its Deferred Entry to School Policy and reviews funding requests on an individual basis. A total of 125 parents applied to defer their child for session 2022-23, of these 118 have been granted an additional year of funded early learning and childcare, with 5 parents choosing to withdraw their request. As in session 2021-22 discretionary deferrals represented 32% of all requests.

36. The department received 2 applications from parents wishing to apply for early entry to primary school. These applications were declined.

ACCESSIBILITY

37. Digital applications for ELC went live online in January 2022. 1102 applications were received electronically and parents are again able to accept or decline their place online.

38. The department continues to promote the entitlement of 1140 hours ELC for all eligible 2 year olds in partnership with colleagues including Health Visitors, Social Workers and Family First Workers who are fully aware of the eligibility criteria and encourage families to apply for places. Places are allocated through a Local Admissions Panel (LAP).

39. All eligible two year olds continue to be offered 1140 hours of ELC with the majority accessing the Stretched A and B family centre models which allow 2 children to take up one place. For this reason the council was able to meet the demand for places for eligible 2 year olds comfortably for the eighth consecutive year, with 134 children allocated through the Local Admissions Panel or EYIG, an increase of 12% on the previous year. As well as providing Early Learning and Childcare for eligible and vulnerable 2 year olds, where there was capacity to do so we were also able to support working families with the offer to purchase nursery places. A further 102 children and families in this age group benefitted from this service.

40. There is a commitment to tackle child poverty in East Renfrewshire, and provide ELC support for more families in low income households. The Education Department collaborated with colleagues across the Council to widen the local priority criteria for 2 year old children to consider indications of poverty. A copy of the updated priorities can be found as an appendix to this report.

41. Table 1 below details the current capacity for 2 year olds in each local authority nursery. The delivery models determine how these places are used.

Table 1

Establishment	Staffing Capacity
Arthurlie Family Centre (2 year old provision)	30
Cart Mill Family Centre (2 year old provision)	20
Glen Family Centre (0-3 provision)	25
Isobel Mair Family Centre (0-3 provision)*	15
Madras Family Centre (2 year old provision)	15
McCready Family Centre (0-3 provision)	30

* Isobel Mair Family Centre provision is for children with Additional Support Needs.

42. Detailed in Table 2 is the number of available places for 3 and 4 year olds in each local authority setting, as determined by the delivery models, from August 2022. To maximise efficiency staff budgets for each setting are determined according to the number of children who have been allocated a place. Where capacity allows additional spaces will be available for parents to purchase.

Table 2

Establishment	Available Places
Arthurlie Family Centre	184
Busby Nursery Class	72
Braidbar Nursery Class	77
Calderwood Lodge Nursery Class	101
Carlubar Nursery Class	107
Carolside Nursery Class	93
Cart Mill Family Centre	64
Crookfur Family Centre	152
Cross Arthurlie Nursery Class	84
Eaglesham Nursery Class	107
Giffnock Nursery Class	41
Glenwood Family Centre	160
Hazeldene Family Centre	120
Isobel Mair Family Centre	24
Madras Family Centre	136
Maidenhill Nursery Class	107
Mearns Nursery Class	77
Netherlee Nursery Class	107
Overlee Family Centre	64
St Cadoc's Nursery Class	77
Thornliebank Nursery Class	43
TOTAL	1997

*Within Isobel Mair Family Centre there is provision for children with Additional Support Needs.

43. As detailed in table 3 below, all 14 providers within East Renfrewshire continue to work in partnership to deliver 1140 hours of funded early learning and childcare having entered into a 3-year agreement in 2020. All were successful in providing sufficient annual evidence to continue to provide funded ELC, however three settings are being supported through a Service Improvement Period to ensure the quality of their provision.

Table 3

Provider	Status	Successful(✓) Unsuccessful(x)
----------	--------	----------------------------------

Belmont Nursery Class	Independent	✓
Broom Nursery	Voluntary	✓
Clarkston Nursery	Voluntary	✓
Elmwood Nursery	Private	✓
Enchanted Forest Nursery	Private	✓
Greenbank Woodland Play	Private	✓
Happy Days Too (Busby)	Private	✓
Happy Days Too (SF)	Private	✓
Innocence Nursery	Private	✓
Kirkhillgait Nursery	Private	✓
Kirktonholme	Private	✓
Orchardpark Nursery (Thornliebank)	Private	✓
Orchardpark Nursery (Newton Mearns)	Private	✓
Railway Cottage	Private	✓

44. In addition to the nurseries listed above, 17 childminders are also in partnership to deliver funded early learning and childcare. At present 13 of these childminders are providing funded placements for children.

FINANCIAL AND EFFICIENCY IMPLICATIONS

45. The need for families to purchase additional hours over and above 1140 hours of ELC, and the lack of revenue funding to staff our settings to capacity, has resulted in an increase in parents exercising the Funding Follows the Child Policy and selecting funded providers who offer more flexibility and ability for additionality. The department will continue to monitor parental choice and demand for places in funded providers to allow us to forecast the potential cost of this policy to East Renfrewshire Council.

46. Likewise, income from the purchase of additional hours will continue to be variable, dependent on parental demand, capacity and staffing levels within individual settings

47. The provision of a free hot lunch was forecast to cost £3.00 per child, per day, however with inflationary rises and the demands of the nutritional guidelines, this cost is likely to increase.

48. Local authorities commission ELC places from funded providers. At present ERC commissions at a rate of £5.31 per hour for 3 to 5 year olds and £8.50 for 2 year olds. A recent exercise by Ipsos Mori on behalf of the Scottish Government is intended to support LAs in setting a sustainable rate moving forward. East Renfrewshire will use the evidence from Ipsos Mori to work with partners across the West Partnership to set a rate.

49. An anticipated recurring annual funding shortfall for ERC, following the full rollout to 1140 hours of early learning and childcare, has been well documented since the announcement in 2018 of the multi-year grant funding to support expansion. Whilst this has been partly addressed for 2022/23 via a revised national distribution methodology for ELC, taking account of factors such as recent population data, inflation and the impact of COVID on delivery, the accompanying transitional arrangements mean that there continues to be pressure on this budget. To date, the department has utilised the flexibility associated with expansion funding to maximise amounts carried forward in the years leading up to the full 1140 hours rollout to help address this gap. Pending the outcome of the wider national review of overall ELC funding from 2023/24 onwards we will continue to seek to manage the costs of early years and the impact of subsequent funding allocations closely through the annual budget setting exercise.

RECOMMENDATION

50. Education Committee is asked to note and comment on the contents as outlined in the paper.

Mark Ratter
Director of Education
June 2022

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Order of Priorities for Allocation of Eligible 2 Year Old Places within East Renfrewshire Council Early Learning and Childcare Establishments

Effective for Session Commencing August 2022 and Beyond
For use when applications exceed available places

1. East Renfrewshire resident where one of the following conditions has been met: child protection, prevention, or additional support needs. *Automatic entry will be given to any child considered by the Social Work Department to be in need of protection, who is looked after by the authority, or whose admission will prevent reception in to care.*
2. East Renfrewshire residents who meet the statutory criteria from the Scottish Government and/or residents who meet East Renfrewshire's discretionary criteria;
 - children who are not otherwise eligible, residing in SIMD deciles 1 and 2
 - children whose mothers have been part of the Family Nurse Partnership Programme
 - children who are homeless
 - children whose family has undergone an affordability check through the MART team which shows that they cannot afford childcare but require it to work/train
 - children whose parent/s qualify for the Best Start/Best Food Grant
 - children who are at greater risk of poverty due to one or more of the following factors:
 - households with a disabled person,
 - three or more children,
 - a baby aged under 1,
 - minority ethic,
 - young mothers aged under 25,
 - lone parent families
3. Where a sibling attends the establishment and will continue to do so in the next session.
4. East Renfrewshire resident with no other listed priority.
5. Non East Renfrewshire resident.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 June 2022Report by Director of EducationEDUCATION DEPARTMENT UPDATE ON DEVELOPING THE YOUNG WORKFORCE
AND IMPLEMENTATION PLAN 2022 - 2025**PURPOSE**

1. The purpose of the report is to update Education Committee on the progress made with Developing the Young Workforce in East Renfrewshire.

RECOMMENDATIONS

2. Education Committee is asked to:
- a. note and comment on Developing the Young Workforce progress in East Renfrewshire; and,
 - b. approve the updated draft implementation plan for 2022 – 2025.

BACKGROUND

3. The Wood Commission on Developing Scotland's Young Workforce was set up in January 2013 and its final report, *Education Working for All!*, was published in June 2014. *'Developing the Young Workforce', Scotland's Youth Employment Strategy*, was published by the Scottish Government in December 2014 in response to the Wood Commission's findings and recommendations.

4. Developing the Young Workforce (DYW) is a key priority within the Council's Outcome Delivery Plan 2021 - 2024, Education Department Local Improvement Plan and School Improvement Plans.

5. East Renfrewshire Council's Community Plan, has a population outcome that all "residents are healthy and active and have the skills for learning, life and work". In the Fairer East Ren Plan 2018-2028, it makes the commitment to ensure "residents have the skills to maximise employment opportunities".

6. Progress and implementation of DYW is overseen by the East Renfrewshire Local Employability Partnership (LEP). During 2021 - 2022 the LEP has evaluated the progress that has been made over the 1 year implementation plan to identify strengths in current provision and areas where further improvement is required. A copy of the progress sketch note can be found as appendix 1.

7. Although initially the continued Public Health advice concerning Covid-19 and impacted on opportunities available to young people to develop their skills for learning, life and work, mitigations in response to the pandemic including online learning and staggered attendance,

allowed young people to re-engage positively in vocational learning and pursue their chosen pathways.

8. The Scottish Government identified an overarching set of Key Performance Indicators (KPIs) for the DYW programme of activity, with each DYW Regional Group agreeing an individual set of KPIs, tailored to suit their specific areas of focus, with the National Group. A copy of the KPIs for East Renfrewshire can be found as part of appendix 2.

REPORT

9. The DYW progress sketch note (Appendix 1) sets out some of the improvements that have been made within East Renfrewshire. The note provides evidence of progress, key achievements and performance.

10. Vocational education continues to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The range of vocational opportunities on offer provided high quality opportunities targeted to meet the broadest range of pupil needs, with courses ranging from SCQF Levels 1 to 8.

11. The vocational facilities at Barrhead High School continued to provide excellent opportunities for young people, with partners and staff across the local authority accessing facilities to support children and young people, parents and wider council staff.

12. The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work in partnership with us to maintain pupil progress and intervene when appropriate, offering further support as required.

13. The number of pupils participating in the senior phase vocational programme significantly increased in the five year period from 2015-16 to 2019-20. In session 2020- 21, physical restrictions and changes to course delivery resulted in fewer young people participating in vocational courses. 348 young people were enrolled in senior phase vocational courses, a decrease of 38% compared with 2019-20, however current figures enrolled for session 2022 – 2023 show an increase of numbers to 533.

14. The number of Foundation Apprenticeship courses available for our young people has increased over recent years to include more frameworks across a broader range of sectors and more shorter-duration courses, with an increasing number of pupils choosing Foundation Apprenticeships at SCQF Level 4-6.

CONCLUSION

15. DYW has provided a catalyst for the ongoing focusing of attention on the development of skills for work, as well as life and learning, for all young people whatever their ambitions.

Key strengths:

- Learners have more opportunities to develop skills for learning, life and work through relevant, real-life contexts
- Our very effective practice in utilising national data hub to increase participation in education, training or employment for 16-19 year olds has been recognised by Education Scotland as excellent practice

- The Annual Participation Measure (APM) highest recorded nationally for 2021 was 92.2%; ERC participation was 97.2%
- 97.4% of East Renfrewshire school leavers were in a positive destination in 2020-21, the second highest result to date
- Colleges have created new vocational courses with partners and employers expanding opportunities for senior phase pupils across East Renfrewshire

Areas for Improvement

- Further improve opportunities within the curriculum for children and young people to develop the skills for life, learning and work.
- Continue to engage with a range of partners to ensure a broader range of learner pathways
- Improve opportunities and outcomes for all children and young people

16. To reflect the key strengths and areas for improvement the DYW Implementation Plan has been reviewed and updated. The updated plan is reflective of the current context and covers a 3 year period.

17. The plan focuses on 3 key areas:

- Curriculum
- Collaboration
- Equity

A copy of the updated draft plan for 2022 -2025 is attached in Appendix 2.

18. The timescale for the ongoing implementation of the plan is school sessions 2022 – 2023, 2023 – 2024, 2024 -2025. The LEP will continue to report on the progress it has made to Council through the Community Plan and to Education Committee through the annual standards and quality report. In addition, the LEP will report on the progress made in delivering the activities associated with the Fairer East Ren Plan (Employability Support).

CONSULTATION

19. All partners were engaged in reviewing progress and with the development of the updated Implementation Plan. They have shaped and approved the draft document in Appendix 2.

FINANCE AND EFFICIENCY

20. The Scottish Government provides annual funding to support DYW School Coordinator's activity. For session 2021/2022 ££158,789 has been made available.

21. All other resourcing for the DYW Development Officer post and DYW priorities is met from existing departmental and devolved school budgets.

RECOMMENDATIONS

22. Elected members are asked to:

- a. note and comment on Developing the Young Workforce progress in East Renfrewshire; and,
- b. approve the updated draft implementation plan for 2022 – 2025.

Mark Ratter
Director of Education
23 June 2022

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PARTICIPATION MEASURE 2021

16-19 year olds were participating in education, employment or training



- Scotland 92.2%
- ERC 97.2%
an increase from 96.4% 2016 ▲



PROGRESS 2021-2022

INITIAL LEAVER DESTINATIONS..

.. IN A POSITIVE DESTINATION

- Scotland 95.5%
- ERC 97.4%

.. IN HIGHER EDUCATION/ FURTHER EDUCATION/ TRAINING

- Scotland 72.1%
- ERC 81.9%



.. UNEMPLOYED

- Scotland 4.2%
- ERC 2.6%
- 0% unknown/unconfirmed

VOCATIONAL TRAINING PROGRAMME

MY EXPERIENCE SO FAR QUESTIONNAIRE 2021



82% STRONGLY AGREED/AGREED ✓

"I am learning about what happens in the workplace"

"I am learning about working with others"

"I am learning about the skills and attitudes employers want"

94% STRONGLY AGREED/AGREED ✓

"I am on the right course for me"



91% STRONGLY AGREED/AGREED ✓

"So far, the training I have received has been excellent"

"So far, my lecturer/tutor/assessor has been very helpful"

82% STRONGLY AGREED/AGREED ✓

"The Vocational Programme will help me get a college or university place when I leave school"

DATA SHARING

ANTICIPATED LEAVE DATES

- Scotland 85%
- ERC 98%

PREFERRED ROUTES

- Scotland 79%
- ERC 98%



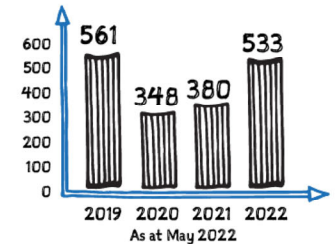
PREFERRED OCCUPATIONS

- Scotland 78%
- ERC 98%



VOCATIONAL RECRUITMENT

Note!



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Developing the Young Workforce Action Plan

2022-2025

Developing the Young Workforce Action Plan

Curriculum

We will expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work.

Collaboration

We will foster partnerships, creating a learning system that prepares all children and young people for the world of work.

Equity

We will promote diversity, inclusion and equity at all levels of Developing our Young Workforce.

We will expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work.

How will we know?

- Increased awareness among stakeholders of opportunities within the apprenticeship family
- Senior phase pupils progress into Modern Apprenticeships
- Increased STEM related career choices within the National Data hub for Preferred route / occupation
- Increased STEM related Work Placements within WORKIT
- Increased senior phase pupils attaining SCQF Level 6 vocational qualifications and improved progression to career pathways
- Increased employer contributions to curriculum
- Increased apprenticeship placements

Key Activities

- Support and challenge schools to create a clear vision for Developing the Young Workforce, including an increase in the different curriculum pathways and vocational opportunities available to our learners
- Extend and develop employer engagement opportunities within the curriculum
- Enhance education for employability and careers within the Broad General Education and the Senior Phase
- Continue, coordinate and expand work-related and work-based learning (DYW School Co-ordinators)
- Promote and support the implementation of the refreshed ERC Stem Strategy
- Continue to analyse data for leaver destinations and vocational qualifications to develop the Senior Phase offer in schools and plan to ensure that no-one is left behind (NOLB)
- Raise the profile of the apprenticeship family with pupils, staff and parents
- Align vocational, apprenticeship and employment opportunities more closely with key areas of growth within the community

We will foster partnerships, creating a learning system that prepares all children and young people for the world of work.

How will we know?

- Employers and school partnerships established, employers effectively engaged with Education resulting in a broader range of learner pathways
- More employers recruiting young people directly from Education
- Data from RUBI CRS and Target Operating Model (TOM) used to plan and report on school employer partnerships

Key Activities

- Devise a local partnership agreement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers
- Develop all levels of education-employer partnerships with regional and national employers, including Small and Medium Sized Enterprises
- Establish and support at least one Influencing Partnership for each secondary school
- Develop and deliver in collaboration with partners a comprehensive CLPL programme for staff
- Increase the percentage of employers recruiting young people directly from Education.
- Increase the number of employers actively engaged in supporting and preparing young people for the world of work

We will promote diversity, inclusion and equity at all levels of Developing our Young Workforce.

How will we know?

- Schools and Health and Social Care Partnership (HSCP) will continue to use existing ERC and third sector programmes to support transitions post school
- More young people from groups who experience inequality progress to positive destinations and employment.
- Young people, including those from key equity groups, will leave school with improved positive destinations and career pathways

Key Activities

- Identify and target support towards young people who would most benefit from increased work based learning and employer engagement
- Support and challenge schools, partners and employers to provide high quality work related and work based learning for all key equity groups
- Facilitate multi agency relationships and planning to ensure recruitment of young people from key equity groups, including care experienced
- Increase the number of disabled and BME young people undertaking Modern Apprenticeships
- Target support to those young people who require it – Positive Pathways (NOLB)
- Devise and enact an employer engagement plan that fits the needs of all young people

KPI 1 – Local Partnerships

By working with all those engaged in careers, employment and DYW in the school, devise a local partnership agreement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers.

KPI 2 – Employer Partnerships

Work alongside the DYW Regional Group to develop all levels of education-employer partnerships with regional and national employers, including Small and Medium Sized Enterprises. Establish and support at least one Influencing Partnership for each secondary school.

KPI 3 – Targeting work based learning and employer engagement opportunities at those who would benefit the most

Working with school staff, SDS advisors, CLD and other services to identify young people who would most benefit from increased work based learning and employer engagement. Working with this data and that of local LMI, devise and enact an employer engagement plan that fits the needs of these young people.

KPI 1 – DYW Regional Groups and School Coordinator - Employer Engagement and Local Partnerships

DYW Regional Groups, including School Coordinators, to increase employer engagement opportunities, and the number of employers actively engaged in supporting and preparing young people for the world of work. In addition, by working with all those engaged in careers, employment and DYW in the school, devise a local partnership agreement and local working arrangement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers.

KPI 2 (regional groups only) Young Person’s Guarantee Framework

DYW Regional Groups to support employers with the completion of the Young Person’s Guarantee 5 Asks of Employers proforma.

KPI 3 – DYW Regional Groups – Apprenticeships and other Government Initiatives

In collaboration with Skills Development Scotland (and other learning providers) increase the number of employers offering job and apprenticeship opportunities to young people.

KPI 4 – DYW Regional Groups and School Coordinators - Equalities

By working collaboratively with specialist partners, increase work-based learning and employer engagement opportunities for those who would benefit most.

Working with school staff, SDS advisors, CLD and other specialist services / partners to identify and support young people who would most benefit from increased work-based learning opportunities and employer engagement.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 23 JUNE 2022Report by Director of EducationREPORT OF THE IMPACT OF THE NUMERACY AND MATHEMATICS STRATEGY 2018-2021**PURPOSE OF THE REPORT**

1. The purpose of the report is to update Education Committee on the progress and impact of Numeracy and Mathematics Strategy across East Renfrewshire ELC settings and schools. The report outlines the steps taken to improve further the attainment, achievement and experiences of children and young people in numeracy and mathematics across East Renfrewshire.

RECOMMENDATION

2. Education Committee is asked to note and comment on the progress of the delivery of Numeracy and Mathematics Strategy and the proposed next steps as outlined in this report.

BACKGROUND

3. In September 2016, the Scottish Government published its [Making Maths Count Report: Transporting Scotland into a Maths Positive Nation](#). This report indicated that Scotland had a maths problem and focused on 3 key areas for improvement:

- Transforming public attitudes to maths.
- Improving confidence and fluency in maths for children, young people, parents and all those who deliver maths education to raise attainment and achievement across learning.
- Promoting the value of maths as an essential skill for every career

4. In response to Making Maths Count report and the wider national improvement agenda a Strategic Steering Group was established in East Renfrewshire with the task of producing a Numeracy and Mathematics Strategy that would lead to improvement in not only the 3 key areas identified in paragraph 3 above but in response to the specific needs of the learners, staff and parents in East Renfrewshire.

5. As well as the Making Maths Count report, the strategy took cognisance of the Education Department's previous Numeracy and Mathematics review undertaken by the department in 2011.

6. Education Committee approved in May 2018 the Education Department's [Numeracy and Mathematics Strategy](#) which outlined the ambition for all children and young people within the context of numeracy and mathematics.

7. The strategy identified six key aims over a three year period and a clear set of actions for the department, Early Learning and Childcare (ELC) settings and schools to undertake in order to deliver these aims.

8. The Numeracy and Mathematics Strategy aimed to improve:

- outcomes and reduce inequalities in numeracy & mathematics development;
- attainment in numeracy & mathematics throughout the years of the broad general education and senior phase;
- confidence and fluency in mathematics for children, young people and parents and all those who deliver mathematics education;
- the employability skills of pupils, school leavers and adults;
- the quality of learning, teaching and assessment; and,
- public attitudes to numeracy & mathematics.

9. Alongside the aims set out in the strategy there were a set of Key Performance Indicators and Targets. Progress in relation to these indicators can be found in Appendix 1.

10. In March 2020 the COVID-19 pandemic occurred, resulting in full scale disruption not only to Education but to society as a whole. Advancement in the implementation of the strategy was severely impacted, however the Education Leadership Team, in the context of building back better and fairer, were committed to gaining evidence of impact of the strategy. The Education Department was also committed to supporting schools as part of their recovery agenda, ensuring improved outcomes for all learners.

REPORT

11. With colleagues in Education Scotland and the Association of Directors of Education Scotland (ADES) a Collaborative Improvement Model was developed to enable a partnership approach to reviewing progress and impact of the strategy in terms of learners, staff, parents and wider partners.

12. The purpose of Collaborative Improvement is to share what works well at a local authority level and to support improvement in identified areas of local authority activity.

13. This model was part of a national approach developed by ADES and Education Scotland, designed to support improvement, with an expectation that all Local Authorities will take part over a 3 year period.

14. East Renfrewshire volunteered to take part this year as part of our approach to reviewing progress and impact of Numeracy and Mathematics strategy, seeking specific support and challenge around the improvement in this area, the impact of Covid and next steps for curricular leaders.

15. The review took place over 3 phases:

- Phase 1 - planning and preparation to determine the scope of the review and engage in professional learning to support the process.
- Phase 2 - evidence gathering which included observations of learning and teaching, gathering people's views, analysing quantitative and qualitative data and reviewing relevant documentation.

- Phase 3 - collaborative improvement where partners worked together to analyse evidence gathered ensuring that we achieve sustainable improvements for all children and young people, including those from disadvantaged backgrounds.

16. The review team for phase 2 was made up of colleagues from ADES, Quality Improvement Officers, Head Teachers and Maths Champions (a nominated staff member from ELC settings and Primary Schools with a responsibility for promoting maths).

17. The review team observed learners' experiences in 14 establishments; 1 special school, 2 ELC settings, 9 primary schools and 2 secondary schools through 97 learning visits; analysed 7185 questionnaire responses from pupils across primary, secondary and special sectors; analysed 398 questionnaire responses from parents across the authority; conducted focus groups with Maths Champions, staff groups, pupil groups, Principal Teachers of Maths, Developing the Young Workforce Leads, Head Teachers, Cluster Chairs, Adult Learning Service and the Strategic Numeracy and Mathematics group. The review team also took account of performance data, planning and assessment documentation and any other relevant information as requested.

18. Colleagues from Education Scotland and members of the Education Leadership Team took part in phase 1 and phase 3 of the process.

19. The overarching theme of the review was:

- ***How effective is the Education Department at ensuring the numeracy and mathematics strategy results in improved experiences and outcomes for all learners?***

The review team explored the following key questions with the report also structured under the same headings:

- *What does attainment in Numeracy and mathematics look like?*
- *What do experiences in Numeracy and Mathematics look like?*
- *What do stakeholders tell us about how they are learning in numeracy and mathematics? To what extent do they find it relevant?*

What does attainment in Numeracy and mathematics look like?

20. Attainment across all sectors is very strong. The ambition and drive to be the highest performing mainland authority is evident in the approach to tracking attainment, right down to individual pupils. Performance data demonstrates that the closing of the poverty related attainment gap and raising the bar for all has been curtailed somewhat given the impact of Covid-19. However in 2020-21, East Renfrewshire was the highest performing Local Authority in numeracy at P1, P4, P7 and P1, P4, P7 combined and the senior phase performance in numeracy and mathematics was much better than the national average and our virtual comparator.

Baseline Assessments and Developmental Milestones

21. A Baseline Assessment has been in place since 2005-06 to assess children's attainment in literacy and numeracy on entry to primary one.

22. The authority average for percentage of numeracy questions correct (raw scores) was the highest recorded at 61%; up from 59% from last session.

23. There continues to be a gap between the attainment of those living in SIMD 1-3 and those in SIMD 8-10. This poverty related attainment gap has remained at 9 points for numeracy

Achievement of Curriculum for Excellence Levels (ACEL)

24. Overall primary attainment (based on P1, P4 and P7 pupils combined) in numeracy and mathematics has decreased slightly over the past 3 years from 90.8% to 89.9%. East Renfrewshire performs well compared to the latest national average of 74.7%. In 2020-21 East Renfrewshire was the highest performing LA in numeracy at P1, P4, P7 and P1, P4, P7 combined.

25. The table below provides more detail of the numeracy performance in 2020-21 in comparison to the national average.

2020-21	P1	P4	P7	P1, P4, P7 Combined	S3 (Fourth Level)
ERC	91%	90%	89%	90%	No Data
National	81%	72%	72%	75%	No Data

26. From 2016/17-2020/21 the average percentage of P1 pupils achieving early level in numeracy has been 93%. For the same period, the average percentage of P4 pupils achieving first level in numeracy has been 90% and at P7 for the same period, the average has been 88%. Across the three years from 2016/17- 2018/19, 77% of S3 pupils have achieved the fourth CfE level in numeracy. At all stages, the ERC performance was well above the national average.

27. The gap between learners residing in quintile 1 and quintile 5 achieving the expected numeracy levels in primary school (based on P1, P4 and P7 combined) decreased from 21% in 2016-17 to 13% in 2018-19. In 2020-21 it increased to 17%. However, as the table below shows since 2017-18 the attainment gap in ERC has been below the national average; in addition attainment in quintiles 1 and 5 is consistently above the national average. This data demonstrates that the strategy was helping to raise the bar for all and close the poverty related attainment gap.

ERC – Numeracy Attainment (P1, P4 and P7 combined)

	2016-17	2017-18	2018-19	2020-21
All	90%	91%	91%	90%
Quintile 1	73%	82%	80%	77%
Quintile 5	94%	93%	93%	94%
Gap (Q1-Q5)	21%	11%	13%	17%

National – Numeracy Attainment (P1, P4 and P7 combined)

	2016-17	2017-18	2018-19	2020-21
All	76%	78%	79%	75%
Quintile 1	69%	71%	72%	65%
Quintile 5	86%	88%	88%	86%
Gap (Q1-Q5)	18%	17%	17%	21%

28. East Renfrewshire recorded the third and second highest reduction of the gap in literacy and numeracy respectively in 2018-19 nationally, from an already strong position of having one of the lowest gaps across Scotland initially.

29. In 2020-21 the gap between these groups of learners increased and consequently the reduction in the gap since 2016-17 is now less impressive at 0.8%, 3%, 7.7% and 9.5% in each curricular area.

Senior Phase and Adult Learners

30. Learners consistently perform strongly in National 5 Mathematic and Applications of Mathematic with an increase in A-C awards over the last 3 years; from 91% in 2018-19 to 93% in 2020-21. The proportion of learners achieving A-C grades remains above the national averages of 61% in 2018-19, 76% in 2019-20 and 68% in 2020-21. Presentations in S4 at National 5 have increased slightly over the past five years as a result of the introduction of Applications of Mathematics. In 2020-21, 81% of S4 learners were presented at National 5 level across both qualifications; this compares favourably with the national trend which has remained below 60% for the same measure over the past two years.

31. Similarly, over the past 3 years learners have performed very well in Higher Mathematics – with 88%, 91% and 90% achieving A-C awards in 2018-19, 2019-20 and 2020-21 respectively. The proportion of learners achieving A-C grades remains consistently above the national averages of 75%, 84% and 80% in 2018-19, 2019-20 and 2020-21 respectively. This is within the context of high presentation levels, with approximately 57% of S5 pupils in East Renfrewshire being presented for higher maths over the last 3 years compared with approximately 30% of learners nationally

32. The percentage of learners achieving A-C awards at Advanced Higher has increased over the last 4 years from 75% in 2018 to 87% in 2021.

33. The percentage of learners achieving Level 4 Numeracy from 2018-19 to 2020-21 has remained consistent at 97%. The percentage of learners achieving Level 5 Numeracy from 2018-19 to 2020-21 has been 88%, 87% and 88% respectively.

34. School leaver destinations remain consistently high and above the national average. Initially in 2020-21, 97.4% of leavers were in a positive destination (higher education, further education, employment, training and voluntary work), above the national average of 95.5% and our virtual comparator of 97.3%. This is an increase of 1.2% from 2019-20, and more in line with the figure for 2018-19 of 97.5%.

35. In addition, the latest participation data (2021) indicated that 97.2% of ERC 16-19 year olds were participating in education or training, well above the national figure of 92.2% and the highest result for mainland local authorities.

36. In 2017-18, of the 8% of adult learners working towards a numeracy and mathematics goal, all achieved. In 2019-20, this increased to 23% which included partnership work with a secondary school to offer SQA units in the community and ESOL for Parents (numeracy) supported by Maths Champions. During 2020-21 this decreased slightly to 17% due to the impact of the pandemic and this session (2021-22) 15% of adult learners are working towards a numeracy and mathematics goal.

What do experiences in Numeracy and Mathematics look like?

37. Children and young people in East Renfrewshire want to do well in their learning. In almost all classrooms and playrooms they are motivated and engaged in their learning and the relationships between staff and pupils are extremely positive.

38. Reflecting on the previous review of numeracy and mathematics (2012) pedagogy is an improving picture. Up to date research has influenced the professional learning offer, with staff advocating a more investigative, explorative approach to learning, where viewing and using mistakes as a learning opportunity during plenaries etc. as opposed to a heavier reliance on rote learning, formulaic, rapid recall.

39. The numeracy and mathematics skills framework available from early to fourth level provides a consistent curriculum pathway. This enables a strong cluster approach to learning and mitigates from the “fresh start” approach at key transition stages.

40. All establishments were using the revised numeracy and mathematics skills framework to support the planning of learning, teaching and assessment. There is increasing evidence that practitioners are using real-life contexts and links to STEM to provide relevance and make links to the world of work. Staff are committed to improve the curriculum in numeracy and mathematics, building on strengths and tackling key areas for improvement. However schools and staff should take further responsibility for developing numeracy and mathematics across the curriculum.

41. In best practice, learners were provided with high quality experiences that were well planned, promoted curiosity and enquiry and staff used questioning effectively to extend pupils’ thinking and deepen learning. Most learners were confident when providing responses and mistakes were used as an effective teaching strategy. Wait time was used to good effect and concrete materials were evident across all stages to support the development of mathematical concepts.

42. In all secondary school Maths departments, practitioners take part in structured learning visits to gather evidence about learning and teaching which is used to share good practice and plan improvements. In most departments, distributed and distributive leadership is used effectively and this leads to an increase in leadership capacity. In best practice, teacher agency is encouraged and team members feel confident to bring forward evidence based proposals for improvement activity.

43. Digital technology was used effectively in the majority of lessons to enhance learners’ experiences and to capture assessment evidence.

44. There is increasing evidence that staff are making more effective use of assessment data and varied assessment approaches to support continuity and progressions and the identification of appropriate targeted interventions

45. All establishments have ‘moderation facilitators’ who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels. When surveyed 99% of responses from Moderation Facilitators indicated that they felt equipped to take forward moderation within their establishments and 94% of responses indicated that their confidence in the process of moderation had improved.

What do stakeholders tell us about how they are learning in numeracy and mathematics? To what extent do they find it relevant?

46. The views of learners regarding numeracy and mathematics are very positive. They enjoy learning within a positive environment, taking responsibility for their learning and help

from their teacher when they need it. In questionnaires, most pupils in primary, special and secondary school strongly agreed or agreed that they enjoyed learning in numeracy and mathematics and felt that they were making good progress. With a majority either agreeing or strongly agreeing that they were given choice in what and how they learned

47. Most pupils in the primary and special sector, and a majority in the secondary sector, agreed or strongly agreed that their teacher was helping them to become more confident in their learning of numeracy and mathematics.

48. All Cluster Head Teacher Chairs stated that the quality of learner conversations has improved. Learners have a better understanding of their skills and next steps in learning with most primary and special pupils agreeing or strongly agreeing that they discussed what they learned with others, however only a majority of the secondary pupils indicated that they had this opportunity.

49. Staff across all sectors are very positive about numeracy and mathematics, in particular the high quality support and professional learning they have received. Staff believe this has built not only their capacity to teach this curricular area but also their confidence. Subject specialist staff have worked effectively together on pedagogy and improving experiences and outcomes for all learners.

50. All Maths Champions in early years and primary have used the professional learning opportunities and network meetings to develop their confidence and practices in teaching numeracy and maths. All establishments felt the leadership role of the Maths Champion had made a positive impact through the sharing of key knowledge, training and resources with the wider staff. Staff have cited the range of professional learning as a support during periods of remote learning. There is scope to further develop this network by providing further opportunities to share best practice and look outwards at practice across the authority and the West Partnership.

51. Principal Teachers of Mathematics have established a strong ethos of collaboration across the local authority. The Maths Subject Group is committed to using the programme of collaborative improvement visits as a catalyst to further share best practice in learning and teaching. There is collaborative practice and sharing of expertise within all departments. In all schools, most practitioners actively contributed to self-evaluation activity relating to their collaborative improvement visits.

52. Secondary staff, in focus groups, spoke positively about the benefits of collaboration with colleagues from other East Renfrewshire Maths departments on the Alternative Certification Model last session and expressed a wish to continue with validation and moderation activity through these established networks.

53. When asked, most parents indicated their child enjoyed learning in numeracy and mathematics and are making good progress. The majority of parents feel they receive helpful feedback about their child's progress, with a few stating they have been provided with opportunities to join in with their child's learning. A considerable amount of parents took the opportunity to share their ongoing concerns about home learning and restrictions.

SUMMARY

Key Strengths

54. There is evidence of very strong attainment across all sectors. The performance information clearly shows added value from schools in terms of numeracy and mathematics.

55. East Renfrewshire was the highest performing Local Authority in numeracy at P1, P4, P7 and P1, P4, P7 combined and the senior phase performance in numeracy and mathematics was much better than the national average and our virtual comparator.

56. School leaver destinations remain consistently high and above the national average. The latest participation data (2021) indicated that 97.2% of ERC 16-19 year olds were participating in education or training, well above the national figure of 92.2% and the highest result for mainland local authorities.

57. In almost all classrooms and playrooms children and young people are motivated and engaged in their learning and the relationships between staff and pupils are extremely positive.

58. Pedagogy in numeracy and mathematics is an improving picture. Up to date research has influenced the professional learning offer, with staff advocating a more investigative, explorative approach to learning.

59. The numeracy and mathematics skills framework provides a consistent curriculum pathway. It enables a strong cluster approach to learning and supports consistency at key transition stages.

60. The views of learners regarding numeracy and mathematics are very positive. In questionnaires, most pupils in primary, special and secondary school strongly agreed or agreed that they enjoyed learning in numeracy and mathematics and felt that they were making good progress.

61. Staff across all sectors are very positive about numeracy and mathematics, in particular the high quality support and professional learning they have received.

62. All establishments felt the leadership role of the Maths Champion had made a positive impact through the sharing of key knowledge, training and resources with the wider staff.

Next Steps

63. A refreshed numeracy and mathematics strategy will be agreed. This will take account of areas identified in this report where there is scope for further improvement. The focus of the new strategy is on three main areas: attainment and achievement, learners' experiences and stakeholders. More specifically:

Attainment and achievement

- Leadership of data at all levels – support and challenge all settings to analyse data and identify individuals and groups who require support;
- The use of Pupil Equity Fund – share successful interventions and learning within and beyond the authority and encourage collaboration where appropriate;
- Moderation – Support activity within and across sectors to build assessment capable learners and staff who share a clear understanding of standards and expectations;
- Curriculum pathways – invest in partnerships to explore opportunities and pathways, including working with parents and families.

Learners' experiences

- Professional learning opportunities and Quality Assurance – continue to build the capacity and confidence of all staff to support them to plan and deliver high quality

experiences for all learners with a particular emphasis on challenge, differentiation and feedback;

- Maths Champions – provide further professional learning and leadership opportunities in order to support wider colleagues with support and practical advice relating to numeracy and mathematics;
- Numeracy across learning – support establishments to revisit numeracy as a responsibility for all practitioners. Share practice and provide opportunities for collaboration to support understanding and implementation;
- Digital technologies – continue to build on approaches to the use of digital technologies in numeracy and mathematics to enhance learners' experiences.

Stakeholders

- Adult Learning – continue to work in partnership with Adult Learning Service to ensure parents / carers have the numeracy and maths skills to support their children;
- Parental Engagement – support settings to increase meaningful engagement and involvement in numeracy and mathematics learning;
- Developing the Young Workforce – work in partnership with DYW coordinators to support work with employers to promote a greater understanding of numeracy and mathematics as an essential skill for learning, life and work.

FINANCIAL AND EFFICIENCY IMPLICATIONS

64. Any financial related matters relating to this paper will be met from the department's devolved budget.

CONSULTATION

65. The Collaborative Improvement Model involved close partnership working with a range of colleagues from ADES, Education Scotland and our ELC settings and schools.

66. With partners, this model has enabled East Renfrewshire to very effectively draw conclusions about progress of Numeracy and Mathematics Strategy, setting ambitious next steps that will support our drive for continuous improvement.

67. Colleagues from ADES, Education Scotland and the wider review team have been consulted on the content of this report and agreed the content.

CONCLUSIONS

68. The numeracy and mathematics strategy has made a significant impact on learners' experiences across ELC settings, schools and Adult Learning Services.

69. The impact of Covid-19 on outcomes for children living in poverty is significant and there requires a continued focus on tackling the impact of this in terms of attainment, with careful and considered use of Strategic and Pupil Equity Funding and all other resources.

70. A new Numeracy and Mathematics Strategy 2022 – 2025 should be produced with a key focus on attainment and achievement, learners’ experiences and stakeholders. As part of this strategy the following next steps should be considered:

- There is a need to continue to build the capacity of all staff around leadership of data, quality assurance and assessment and moderation.
- Professional learning opportunities to build the capacity and confidence of staff to plan and deliver high quality experiences for all learners with a particular emphasis on challenge, differentiation and feedback should be made available.
- The role of Maths Champions should be further developed and embedded across all sectors.
- Numeracy across learning should be a priority moving forward.
- The continued success of approaches to digital technologies should be built upon.
- In partnership with Adult Learning Service ensure parents / carers have the numeracy and maths skills to support their children’s learning at home.
- Support and challenge settings to increase meaningful parental engagement and involvement in numeracy and mathematics learning along with creating opportunities to further expand partnerships with employers, trainers and third sectors to explore curriculum pathways and real life learning experiences.

71. Work in partnership with Developing the Young Workforce (DYW) coordinators to support work with employers to promote a greater understanding of numeracy and mathematics as an essential skill for learning, life and work.

RECOMMENDATION

72. Education Committee is asked to note and comment on the progress of the delivery of Numeracy and Mathematics Strategy and the proposed next steps as outlined in this report.

Mark Ratter
Director of Education
June 2022

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Appendix 1 – Key Performance Indicators and Targets – Progress to date

Indicator	17-18 value	20-21 Value	Target value
% answers correct in P1 numeracy baseline assessment	59%	61%	60%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in maths	91%	90%	92%
% of S3 pupils achieving 4 th Level in maths	78%	78% (18-19)	80%
% of relevant roll attaining numeracy as SCQF Level 5 or better by end of S6	87%	88%	90%
% of primary pupils (P1, P4 and P7 combined) from SIMD 1&2 achieving expected levels or better in maths	82%	75%	85%
% of S3 pupils from deciles 1&2 achieving 4 th Level in maths	59%	56% (18-19)	65%
Increase the % of adult learners working towards / achieving N&M goals	8%	15%	20%
Increase in the % of pupils presented for a maths qualification at Level 5 or better in S5 and S6	53%	53%	57%

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 June 2022Report by Director of EducationSTANDARD CIRCULAR 6: DRESSING FOR EXCELLENCE
A DEPARTMENTAL POLICY ON SCHOOL UNIFORM**PURPOSE OF THE REPORT**

1. The purpose of the report is to update the Education Committee on the refreshed Dressing for Excellence Policy (Appendix 1) which outlines the approaches to be taken with regards to school uniform, in order to meet the duties and obligations outlined in the Equalities Act 2010, United Nations Convention on the Rights of the Child (UNCRC) and the Child Poverty (Scotland) Act 2017.

RECOMMENDATION

2. Elected members are asked to note and comment on the updated Dressing for Excellence Policy.

BACKGROUND

3. The Education Committee will recall the Dressing for Excellence Policy which was presented to them in August 2011. It was created to ensure that the excellence achieved by our schools in many areas of their uniform is used as a valuable tool in creating a school climate which advances our vision of Everyone Attaining, Everyone Achieving, through Excellent Experiences.

4. The Dressing for Excellence Policy should support East Renfrewshire establishments in working to achieve excellence through equity for all learners and in doing so must consider how uniform policies might affect groups represented in the school, especially those who share protected characteristics as defined by the Equality Act 2010.

5. Reducing the Cost of Living is a key driver in local and national anti-poverty strategies, including East Renfrewshire's Local Child Poverty Action Plan. The Dressing for Excellence Policy has been updated with the intention of ensuring the cost of school uniforms are affordable for all families.

REPORT

6. Dressing for Excellence aims to lend support to schools and parents in setting consistent and high standards for dress codes and promoting a practical and inclusive approach to developing policy on uniform. It offers guidance to schools in ensuring uniform policies align with the Equalities Act 2010, United Nations Convention on the Rights of the Child (UNCRC) and the Child Poverty (Scotland) Act 2017.

7. Whilst there is no legislation that deals specifically with school uniform or other aspects of appearance, the policy provides guidance to schools on appropriate approaches to introducing, changing and maintaining uniforms. It is for establishments, in consultation with their stakeholders, to decide on the format of their chosen uniform and when doing so they must prevent any direct or indirect discrimination against pupils as a result of their gender, race, age, disability, sexual orientation or religion/belief.

8. Establishments have the support of the Education Department to determine a list of approved items which promote the establishment's ethos. However, the policy is clear that in determining approved items, schools should ensure that the uniform can be purchased from within the Clothing Grant available. Schools should consider how they can support parents and pupils to manage costs in ways that preserve dignity, for example through school uniform hiring and recycling schemes.

CONSULTATION

9. This strategy is the result of a wide consultation including parents and carers via the Parent Council Chairs Forum and Equalities Forum, Head Teachers, Equalities Co-ordinators and children and young people. The Scottish Government has announced a national consultation on school uniform and following this will publish guidance. The results of the consultation undertaken within East Renfrewshire will be used to contribute to national consultation and the Dressing for Excellence Policy will be reviewed in light of any changed that might be required nationally.

FINANCIAL AND EFFICIENCY IMPLICATIONS

10. There are no financial implications for the Department or schools related to this paper.

RECOMMENDATION

11. Elected members are asked to note and comment on the updated Dressing for Excellence Policy.

Mark Ratter
Director of Education
23 June 2022

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Appendices

Appendix 1: East Renfrewshire Council Dressing for Excellence Policy

EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION

Council Offices
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Dear Colleague,

REVISED STANDARD CIRCULAR No 6
SCHOOL UNIFORM: *DRESSING FOR EXCELLENCE*

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1.

Rationale

1.1

'Climate and ethos are key determinants in promoting social and emotional wellbeing and mental health for all in schools. This is described as 'core values, attitudes, beliefs and culture of the school and classroom' and includes school 'connectedness' and a feeling of being accepted, respected and bonded to the school environment. [...] Research into authoritative school 'climate' indicates that it is one in which there is a balance between high expectations and structure on one hand and warmth and support on the other. This authoritative 'climate' has been cited as reducing student dropout rates, improving attainment and leading to less bullying and victimisation in schools.'

Developing a positive whole-school ethos and culture, Scottish Government 2018

1.2

School dress codes can play an important role in promoting equality, creating a positive ethos and nurturing a sense of belonging. In this respect uniform is another way in which East Renfrewshire establishments work to achieve excellence and equity for all learners. Uniform is a valuable tool in creating a school climate which advances our vision of Everyone Attaining, Everyone Achieving, through Excellent Experiences.

1.3

Research undertaken by the Cost of the School Day Project, as well as consultation with children, young people and parents in East Renfrewshire, has found that families value school uniform as the most affordable option for school clothing, and that uniform is recognised by children, young people and parents as an effective way of minimising visible differences in pupils' financial circumstances. Where uniform policies are planned and implemented carefully and sensitively, such policies can reduce the risk of stigma arising from clothing and help create an environment which promotes equality.

1.4

It should be noted that this policy does not apply to Early Learning and Childcare (ELC) settings, where children may wear whatever families find practical. Many settings choose to offer a form of uniform for reasons of practicality. While many parents appreciate this approach, it is entirely optional and careful consideration must be given to any ELC uniform offer in terms of cost to families.

Definition

1.5

School uniform is a set of standardised clothes worn primarily in education establishments. In almost all schools in Scotland, a school uniform forms the basis of the school's dress code.

1.6

East Renfrewshire's Education Department expects and encourages schools to have a clearly defined and active policy on uniform, as it can:

- instil pride in the establishment and contribute to its values
- promote a positive and professional work ethic, which can lead to raised attainment
- help children and young people to see schools as places of learning
- support positive behaviour
- encourage learners to identify with, and support, the establishment's ethos
- promote equality
- protect children and young people from social pressures to dress in a fashionable or expensive way
- help to reduce the overall cost of living for families
- minimise visible differences in socio-economic status
- nurture cohesion and promote good relations between different groups of pupils
- foster a spirit of partnership among pupils and staff, between home and school, and between the school and the wider community
- contribute to security and personal safety.

2. Aims of the Policy

2.1

Dressing for Excellence aims to lend support to establishments and parents in setting consistent and high standards for dress codes and promoting a practical and inclusive approach to developing policy on uniform.

2.2

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are encouraged and supported to insist on the wearing of uniform. In doing so, they must prevent any direct or indirect discrimination against pupils as a result of their gender, race, age, disability, sexual orientation or religion/belief, in line with the Equality Act 2010, and respecting all children's rights as defined in the United Nations Convention on the Rights of the Child.

2.3

It is incumbent on schools to ensure that uniform policies do not create additional barriers to equal participation in education for children and families on low incomes. Establishments will be encouraged and supported to adopt low-cost uniforms and to employ a range of strategies to support families who experience financial barriers to purchasing uniforms.

2.4

There is no legislation that deals specifically with school uniform or other aspects of appearance. This paper provides guidance to schools on appropriate approaches to introducing, changing and maintaining uniforms. It is for establishments, in consultation with their stakeholders, to decide on the format of their chosen uniform. The Education Department fully supports schools in taking a firm stance on this matter and encourages schools and parents to support the wearing of a defined uniform, with a list of approved items which promote the establishment's ethos.

2.5

Against this background it should be noted that it is not the policy of the Education Department to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

Guidance for Schools

3.1

Schools should ensure that their uniform policy is fair and reasonable. All establishments must take account of their obligations under the Equalities Act 2010 and the United Nations Convention on the Rights of the Child (UNCRC).

3.2

Establishments have the support of the Education Department to determine a list of approved items.

3.3

School uniforms may include:

Shirts

Polo shirts (in primary schools and schools/services for children with additional support needs)

Ties

Trousers

Shorts

Skirts

Jumpers, cardigans, and sweatshirts

Blazers

Black shoes

3.5

Schools may advise parents and pupils of their expectations with regard to outer garments during inclement weather and how these might be stored in schools. Some schools may wish to include outer garments in a list of optional items.

3.6

Schools may also wish to give guidance on items of clothing which would not reflect the school's ethos and values. There are forms of dress which are unacceptable in school such as items of clothing which:

- fail to identify children / young people as members of their school community
- are not in keeping with the school ethos
- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could be a health and safety hazard during learning (such as insufficiently warm or practical clothing, dangling earrings)
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict harm on other pupils or be used by others to do so.

Where removal or changing of items of clothing is required for any reason, schools should give consideration to the space and privacy available to pupils and be mindful of children's rights as defined in UNCRC.

3.7

Equality

In formulating a policy on school uniform, schools should:

3.7.1

- Consult widely on the proposed uniform policy, and on any changes to an established policy. Head teachers should refer to Standard Circular 77 for guidance on carrying out a consultation. Children and young people should be directly consulted and involved in developing uniform policy in line with Article 12 of UNCRC, with due attention to their right to express views on matters which affect them and to be taken seriously.

As schools plan to change or renew their policy, there are benefits in working with associated cluster/community schools to take a co-ordinated approach; this can help to maintain support for school uniform in the community as a whole and ease transition between stages.

Consultations should include representatives of the wider community, such as community leaders representing minority ethnic groups, religious groups, groups representing people with additional support needs and disabilities, and groups representing LGBT+ people.

3.7.2

- Take account of UNCRC, particularly in respect of Article 14, the right to freedom of thought, belief and religion, and Article 30, children from minority or indigenous groups. All religious and cultural requirements can be met within a school uniform policy and schools should create

policies which promote respect and equality for all cultures and beliefs. Lists of approved items should be inclusive of the requirements of diverse cultures and religions, and should include all items commonly worn by children and young people of religions represented in the school community.

3.7.3

- Take account of the needs of pupils of all genders. School uniform requirements should be gender neutral and should not prescribe items for particular genders. Schools should be careful to avoid creating policies which result in indirect discrimination against genders, for example if girls experience in practice a greater number of, or more detailed, requirements than boys.

3.7.4

- Be mindful of their duties under current legislation; in particular the Equality Act 2010 which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, and UNCRC, which requires public bodies to observe all rights of people under 18 as listed in the convention.

Schools should consider their uniform/dress code policy in the context of the above legislation, including the requirement to assess the impact of school policies on pupils from different equality groups and on children's rights. The involvement of pupil and parent equalities groups and forums in consultation processes outlined in 3.7.1 may be a useful strategy in preventing discrimination.

3.7.5

- Consider the timeframe for introducing their uniform policy or amending an existing one and phase its introduction as appropriate.

3.8

Cost of school uniform

3.8.1

Reducing the Cost of Living is a key driver in local and national anti-poverty strategies, including East Renfrewshire's Local Child Poverty Action Plan. Schools should consider the cost of school uniform in the context of reducing the overall cost of the school day for all families and engage with stakeholders to find creative ways to reduce the cost of uniform for all wherever possible. The Education Department will support schools to engage with stakeholders and partners in this endeavour.

3.8.3

Schools should be mindful of the cost of approved items and ensure that the uniform can be purchased in full within the amount of the Clothing Grant. Schools should consider how they can support parents and pupils to manage costs in ways that preserve dignity, for example through school uniform hiring and recycling schemes. By ensuring that the uniform chosen is affordable, schools can enable all parents and pupils to fully support the school's policy.

Where possible, schools should consider including items which are widely available and affordable from high street shops rather than from a sole supplier. In determining suppliers to schools, the administration of placing orders and distribution of purchases to families should be considered. Suppliers who provide online ordering services may be easier for all families to access.

3.9

Physical Education (PE) and Outdoor Learning

3.9.1

School uniform policies should include guidance on PE kits and clothing for Outdoor Learning. Schools should be mindful of the needs of different pupils and of the equality, discrimination and rights issues outlined above. PE uniform should be practical, comfortable, appropriate to the levels of activity involved and able to be worn by all pupils without special adjustments. The cost of clothing for PE and Outdoor Learning should be considered and costs to families reduced as far as possible.

Where pupils are due to spend a large part of the day outdoors or engaged in physical activities such as PE, it may be more practical for pupils to come to school in their PE uniform. If such an approach is planned, schools should:

- undertake thorough consultation with learners and parents before making changes to their policy;
- be mindful of the fundamental principles and aims of the Dressing for Excellence policy as set out in 1 and 2 above, which also apply to PE / Outdoor Learning uniforms;
- give careful consideration to any impact the approach may have on the overall cost of uniform items throughout the year;
- ensure there is sufficient clarity for pupils and parents about all aspects of the dress code to allow consistent implementation throughout the day/week.

Implementing School Policy

4.1

Head teachers should ensure that the Parent Council is fully involved in determining the uniform and that it supports school management to communicate and publicise the school's uniform policy clearly. For example, schools should consider holding meetings with parents and pupils, publicising the policy on the school website and in social media, and providing leaflets/digital guides for parents and pupils, sections in the school handbook and guidance at induction events where pupils and parents are present.

4.2

The support and commitment of all school staff is vital for successful implementation of a uniform policy and the head teacher should discuss explicitly the school's expectations of staff members in terms of their promotion of the policy, modelling GTCS standards of social justice and equity, and the Council's Code of Conduct for Employees. Staff should be aware of the steps they should take to encourage pupils to show their support for the school's values and ethos.

4.3

By involving pupils, parents and staff in the formulation of the school policy, head teachers can expect widespread support. However, head teachers may occasionally meet some resistance and will need to consider carefully the risk of a challenge to the policy and how they might discuss pupil and parental opposition to the school's policy with those who choose not to support it. Winning support for the policy should always be the preferred approach in any discussions with pupils and parents, explaining the benefits for individuals as well as the school and its ethos, and setting out the school's expectations in terms of support from parents and pupils.

4.4.

In justifying the benefits of promoting the wearing of uniform, schools must consider carefully how the policy may be undermined by events such as non-uniform days. This is not to say that schools should not organise such events, but that they should be used sparingly and judiciously. Their impact on learning and teaching should be considered along with any potential negative impact on the cost of attendance and participation.

4.5

Schools should insist on pupils wearing school uniform or adhering to the agreed dress code while representing the school or East Renfrewshire Council at events held outwith the school, for example at awards ceremonies, inter-school competitions, music festivals, etc. A basic rule of thumb is that if the school or Council is to be mentioned, uniform should be worn.

4.6

Under no circumstances should children or young people be denied access to education or a full curriculum or assessment opportunities because they do not comply with the school's dress code.

Monitoring and Evaluating the Policy

5.1

It will be the responsibility of head teachers in partnership with parents and pupils to monitor and evaluate on a day-to-day basis the implementation of their policy on school uniform, and to ensure that issues and problems which are unable to be resolved at school level are brought to the attention of the Education Department directorate.

5.2

School policies and the level of support for them should be kept under constant review by head teachers. Any evaluation of implementation of, or changes to, uniform policy should be reported in the school's Standards and Quality Report.

5.3

The Education Department directorate will monitor and review the effectiveness of implementation of this circular through discussions with head teachers at regular meetings, with pupils through the Director's Forum, with parents through the Parent Council Chairs Forum and Equalities Forum, and by monitoring complaints received by the department.

5.4

An evaluation of the revised policy will take place 2 years after its introduction during session 2021-22, and its impact will be reported on in the department's Standards and Quality Report.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 June 2022Report by Director of EducationFUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR CHILDREN OF EAST RENFREWSHIRE COUNCIL**PURPOSE OF THE REPORT**

1. To seek approval to carry out a statutory education consultation on a proposal to increase provision for early years and primary children and young people with additional support needs across East Renfrewshire.

RECOMMENDATIONS

2. Members are asked to:

i. approve that the Director of Education proceeds with a consultation on a proposal to establish further provision for children and young people with additional support needs as soon as is practically possible;

ii. request the Director of Education to report on the consultation at a specially convened additional Education Committee on 8th December 2022.

BACKGROUND

3. A National Review of the implementation of additional support for learning in schools was carried out by Angela Morgan (2020); it considered the implementation of the Additional Support for Learning legislation and how this is applied to practice across authorities. This included: the quality of learning and support; the different approaches to planning and assessment to meet the needs of children and young people; the roles and responsibilities of all education staff and the areas of practice that could be further enhanced through better use of current resources.

4. Following the publication of Angela Morgan's report on Additional Support for Learning in Scotland, 'All Our Children, All Their Potential', a review of Additional Support for Learning (ASL) in East Renfrewshire Council was undertaken March-September 2021 (Appendix 1). The review took cognisance of the national review and subsequent recommendations made through the National Action Plan and our proposed work to implement these, with an overall objective therefore, to develop and implement an enhanced model of Additional Support Needs provision within East Renfrewshire. The recommendations of this review were agreed by Education Committee in February 2022¹.

5. The East Renfrewshire review considered how we provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing enhanced ASN provision in our mainstream schools through sharing of specialist knowledge, training and resources. This remains central to the realisation

of the department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*.

6. The report provides the detail of the work of the review, the result of the initial consultation and the subsequent recommendations regarding proposed changes in structures and strategic developments to improve outcomes for children and young people with additional support needs.

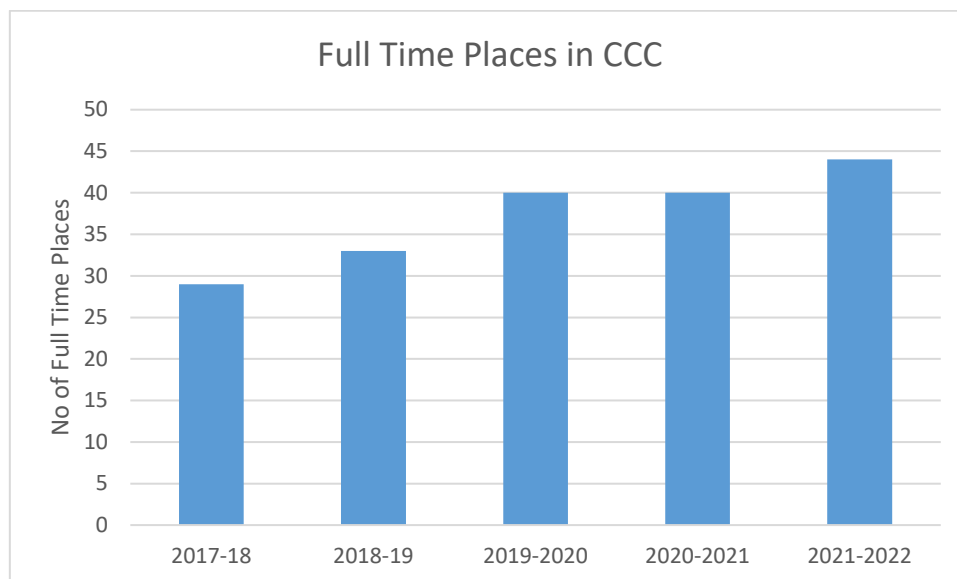
REPORT

7. As part of the East Renfrewshire desktop review, an ASN data gathering and analysis exercise was undertaken to determine the incidence and nature of additional support needs across the school and ELC population. The review indicated that there are between 23% - 28% of school-aged children with a recorded ASN.

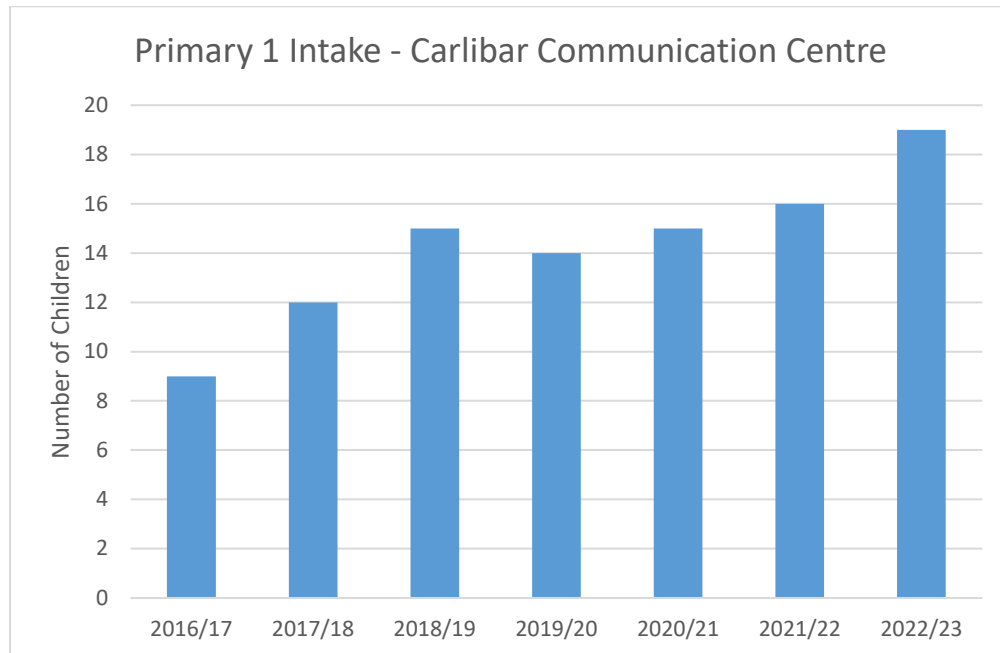
8. An analysis of the data for children and young people with additional support needs across East Renfrewshire highlighted that the most frequently recorded ASN is dyslexia (1249) followed by 'other' (816) and Autism Spectrum Disorder (709).

9. Current specialist provision in East Renfrewshire supporting children with an autism spectrum disorder and social communication needs, includes the Pre School Assessment and Development Unit (PSADU), Carlibar Communication Centre (CCC) and outreach service. Williamwood Communication Support Service (WCSS) supports secondary school-aged pupils with ASD and social communication difficulties and Isobel Mair School supports children and young people with complex additional support needs, many of whom have an ASD diagnosis.

10. The review highlighted many strengths of existing specialist services and provision. However, it also highlighted the increasing number of children and young people who access such resources and the subsequent growing pressure on specialist provision. The additional support needs of children attending Carlibar Communication Service (CCS) have changed over time with children presenting with increasingly more complex social communication needs that require full time continued support within CCC. This is in part due to families moving into the area and capacity within Isobel Mair School.



11. There continues to be significantly more P1 children requiring a placement with the CCC than there are P7s moving on either to secondary school, Williamwood Communication Support Service or Isobel Mair. This is a further pressure on the capacity of the CCC in supporting children who require specialist support and in turn highlights future pressures that will be placed on WCSS.



12. There are currently 43 young people who attend Williamwood Communication Support Service and of those, just under two thirds have transitioned from Carlibar Communication Centre. There are however, an increasing number of young people where challenges in accessing mainstream provision related to additional support needs manifest after transition to secondary school. In addition to this, continued house building and families who have children with additional support needs moving into East Renfrewshire put further pressure on places within our specialist provisions.

13. As a result of the review and the challenges highlighted above, it is proposed to increase capacity of specialist provision for children and young people with neurodevelopmental difficulties and ASD. This would enable class sizes to be maintained at optimum levels for supporting young people's needs whilst providing enhanced learning opportunities.

14. Under this proposal, there would be increased connection between establishments as a way of continuing to ensure that all education staff gain more knowledge of working with pupils with a diverse range of needs, and obtain an in depth knowledge needed to promote flexibility and meet individual needs.

15. It is proposed that Phase 1 of this development is to create a new Primary Communication centre and Pre-School Assessment and Development Unit. Analysis of our school estate in terms of suitability of provision, capacity and occupancy levels across the authority has identified Carolside Primary School as the most suitable location. It is proposed, following the results of consultation, this service would be operational from August 2023 with a phased introduction starting with new P1 children.

16. This new service will minimise transport costs and arrangements, and allow more children to access specialist support settings closer to their mainstream establishment and their local community.

17. The Education Resource Group will continue to allocate places to the specialist support services based on assessment of needs. However, where pupils reside will inform whether children are offered support in either Carlibar Communication Service or the new Carolside provision. Appendix 2 outlines the catchment schools of both services.

18. The consultation period will last from Wednesday, August 17th, 2022 to midnight on Friday, 30th September, 2022. The consultative document is included as Appendix 3.

FINANCIAL AND EFFICIENCY IMPLICATIONS

19. At present there is no identified finance to take forward the proposal to increase capacity of specialist provision so the department will direct funding from its delegated budget. The consultative proposal is a necessary step in seeking to establish this new education provision.

CONSULTATION

20. The purpose of this paper is to seek elected member approval to undertake a consultation exercise as is required by the Schools Consultation (Scotland) Act 2010 as amended.

21. If any inaccuracy or omission was discovered in the Proposal Document either by the Education Department, or any person, the department would determine if relevant information has been omitted or, if there had been an inaccuracy. The Education Department would then take appropriate action which may include the issue of a correction or the reissuing of the Proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland would be advised.

IMPLICATIONS OF THE PROPOSAL

22. The implications of the proposals are set out in the consultative proposal document and await the outcome of the consultation. The Director of Education will report the results of this consultation exercise, including the report submitted by Education Scotland, to the Education Committee on 1 December 2022.

23. If, following the consultation exercise the decision is made to agree the proposal, then as soon as practically possible additional provision would be established.

24. This proposal is not subject to ministerial call in.

25. East Renfrewshire Council's legal team has been fully involved and is aware of the proposal and consequential outcomes for the Council.

CONCLUSIONS

26. The review of ASL within East Renfrewshire has highlighted that there is a need to increase specialist our ASN provision in order to continue to effectively meet the additional support needs of children and young people. It will ensure sufficient spaces within our specialist provision, given the increasing number of children and young people with complex additional support needs and neurodevelopmental difficulties.

27. Legislation requires the Council undertake a statutory consultation on the proposed changes.

RECOMMENDATION

28. Members are asked to:

i. approve that the Director of Education proceeds with a consultation on a proposal to establish further provision for children and young people with additional support needs as soon as is practically possible;

ii. request the Director of Education to report on the consultation at a specially convened additional Education Committee on 8th December 2022.

Mark Ratter
Director of Education
23 June 2022

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Background Papers
[Report on the East Renfrewshire Additional Support for Learning Review](#)

Appendices
Appendix 1: East Renfrewshire Council Additional Support for Learning Review
Appendix 2: Catchment Overview
Appendix 3: Future Specialist Additional Support for Learning Provision Consultation Document

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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

THIS IS A FORMAL CONSULTATIVE DOCUMENT

**FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR
CHILDREN OF EAST RENFREWSHIRE COUNCIL**

JUNE 2022

This document has been issued by the Education Committee of East Renfrewshire Council for consultation in terms of the Schools Consultation (Scotland) Act 2010 as amended.

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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR CHILDREN OF EAST RENFREWSHIRE COUNCIL

1. The Education Department takes an inclusive approach to supporting and meeting learners' needs. There are a number of different specialist services across East Renfrewshire to meet the range of learners' needs, as we know some children and young people benefit from specialist teaching methods.
2. The specialist Additional Support for Learning (ASL) Provision in East Renfrewshire Council currently consists of Isobel Mair School and Family Centre; Isobel Mair Satellite in Woodfarm High School; Williamwood Communication Support Service; Carlibar Communication Service, which comprises of a Pre School Assessment and Development Unit, Carlibar Communication Centre and Outreach Support; Social, Emotional and Behavioural Needs Outreach Support Service and Sensory Support Service.
3. During the East Renfrewshire Review of ASL, analysis of current and predicted future capacity highlighted the need to extend the current provision in order to meet future needs.

PURPOSE OF THE CONSULTATION

4. The purpose is:
 - (a) To consult on the proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.
 - (b) To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

INTRODUCTION

Background

5. East Renfrewshire Education Department's vision is *Everyone Attaining, Everyone Achieving through Excellent Experiences*. East Renfrewshire Council has a well-earned reputation for providing an excellent education for children and young people ensuring that Article 28 the Right to an Education, of the United Nations Convention on the Rights of a Child (UNCRC), is at the heart of decisions made.
6. Our vision is supported by providing quality educational surroundings in which all children, young people and staff can excel. The Council recognises that a quality environment signals the value it places on learning and teaching and the experience of all who use the facilities.
7. All councils must ensure effective management of their school places and have a statutory duty to provide adequate and efficient provision of school education for their area.
8. Local authorities also have a "... duty to secure best value by continuous improvement in performance of the authority's functions, while maintaining an appropriate balance between

quality and cost and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development.”¹

9. East Renfrewshire Council’s Community Plan outlines the local outcomes that will be delivered for its residents. In particular this proposal would contribute to the realisation of the following outcomes:

(a) Strategic Outcome: All children in East Renfrewshire experience a stable and secure childhood and succeed; and,

(b) Strategic Outcome: East Renfrewshire residents are fit and active and have the skills for learning, life and work.

10. There are 5 capabilities (Prevention, Digital, Community Engagement, Data and Modernisation) that East Renfrewshire Council prioritises to develop excellence in as an organisation to further the vision: A modern, ambitious council creating a fairer future with all.

11. East Renfrewshire Council adheres to relevant legislation and guidance that underpins education provision, duties of best value and asset management. It recognises the importance of effective asset management with it being intrinsic to one of the council’s 5 capabilities, Modernising How We Work.

12. A *National Review* of the implementation of additional support for learning in schools was carried out by Angela Morgan (2020); it considered the implementation of the Additional Support for Learning legislation and how this is applied to practice across authorities. In seeking to take forward improvements to the education provision for learners with additional support needs, the Education Department undertook a review of Additional Support for Learning in 2021. (Education Committee Paper ASN Consultation Appendix 1)

13. Key outcomes and recommendations from the review included the need to *‘Increase the current capacity of specialist provision through expanding the specialist services across the authority’*.

PRESENT POSITION

14. Where a child’s additional support needs require additional specialist support, a referral is made to the Early Years Intervention Group (EYIG) or Education Resource Group (ERG) and following assessment and consultation on their needs, they may be allocated specialist support.

Carlibar Communication Service

15. Carlibar Communication Support Service (CCS) is an East Renfrewshire resource for Early Learning and Childcare (ELC) and Primary aged children who require intensive additional support for language and communication needs, social interaction, rigidity and flexibility of thinking and/or emotional and sensory regulation. It comprises of a Pre School Assessment and Development Unit, Communication Centre and Outreach Support. It is based within Carlibar Campus and is managed by the Head Teacher of Carlibar.

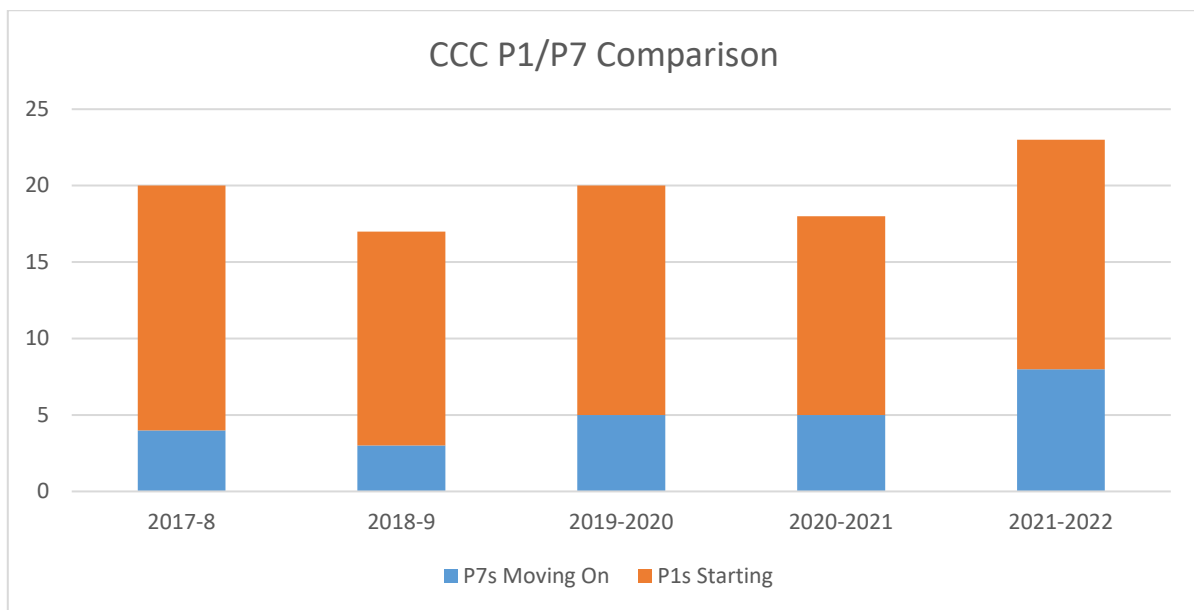
16. The additional support needs of children attending Carlibar Communication Service (CCS) has changed over time with children presenting with increasingly more complex social

¹ Putting Learners at the Centre: Towards a Future Vision for Scottish Education: <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>

communication needs that require full time continued support within Carlibar Communication Centre (CCC).

17. In 2017-18, there were 29 children being supported within the CCC on a full time basis; this increased to 44 by 2020/21. As a result, the number of children being supported via a split placement has reduced from 58 in 2017/18 to 37 in 2020/21. Given that capacity in terms of space has not increased, this has provided a challenge in ensuring support is in place for all pupils who require it.

18. There continues to be significantly more P1 children requiring a placement with the CCC than there are P7s moving on either to secondary school, Williamwood Communication Support Service or Isobel Mair.



SEBN Outreach

19. Social Emotional Behavioural Needs (SEBN) Outreach Support is currently based in St John's Primary School. There are 3 SEBN teachers who provide SEBN outreach support to primary and secondary pupils across East Renfrewshire.

20. Over the past 3 years, 37 children and young people have been supported via outreach support. Of those, 16% have gone on to receive further support from Carlibar Communication Service and 24% have gone on to educational provisions out with East Renfrewshire Council. There has been an increase in the number of primary aged children being placed in specialist education establishments out with East Renfrewshire.

21. Research indicates that the number of children requiring additional support related to SEBN difficulties is higher in areas of deprivation. This is evident with 54% of children supported in the last 3 years attending Carlibar PS, St Mark's PS, Thornliebank PS or St John's PS.

Williamwood Communication and Support Service (WCSS)

22. WCSS is based within Williamwood High School and is managed by the Head Teacher of Williamwood. There are currently 43 young people who attend WCSS and of those, just under two thirds have transitioned from CCC. There is an increasing number of young people

who presenting with challenges in accessing mainstream settings that manifest following transition to secondary school.

23. This session 3 young people moved on from WCSS. However following a similar trend to CCC, there were significantly more children joining in S1 than there were leaving. Given the increasing number of children with significant needs in CCC, continued house building and families who have children with additional support needs moving into East Renfrewshire the number of children and young people requiring support in WCSS will continue to increase further.

Transport

24. Education authorities have a statutory responsibility to provide and finance the transport of school pupils who live specified distances from school under the Education (Scotland) Act 1980 as amended. There is no specific legislative requirement that covers Additional Support Needs Transport, with the above legislation covering all children in education.

25. As most of our specialist education establishments are out with the catchment area of those pupils who attend them, most of our children and young people attending a specialist provision are automatically covered due to the distance they live from the specialist provision. Currently pupils are collected from their house to the specialist provision and returned to their home.

26. There are currently 3 buses and a people carrier transporting 45 children to and from Carlibar daily, 10 buses transporting 126 children and young people to and from IMS daily and 14 taxis transporting 31 young people to WCSS.

Consultation as part of the ASN Review

27. As part of the engagement and listening phase of the East Renfrewshire Additional Support for Learning Review, which took place between March-June 2021, there was consultation with more than 350 teachers and support staff involved in the delivery of ASN provision, consultation with unions and engagement with more than 600 parents and carers of children and young people with ASN who attend specialist provision or mainstream schools in East Renfrewshire. In addition to this, and consistent with Article 12 of the UN Convention of the Rights of the Child, ASN pupil focus groups were carried out to ensure that the voices and experiences of children and young people were key to informing and implementing the actions and recommendations made as a result of this review.

28. The majority of parents/carers surveyed believe that either a specialist provision or blend of specialist provision and school would best meet the needs of children and young people with severe and complex needs.

29. A significant number of parents and carers highlighted that they feel there is a need for an increase in this type of specialist provision, where there is specialist knowledge and teaching approaches. *“More facilities like Carlibar CCC are desperately needed in the authority, children are missing out on the tailored support they need due to a lack of available spaces. This is having a detrimental effect on ASN children who are in mainstream and also the children who don’t have ASN.”*

PROPOSAL

30. The purpose is:

(a) To consult on the proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.

(b) To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to establish an enhanced nurture classroom.

EDUCATIONAL BENEFITS STATEMENT

31. The vision of the Education Department *Everyone Attaining, Everyone Achieving through Excellent Experiences*, is at the heart of the work that department and school staff undertake as they seek to provide the highest quality education and services to develop the whole individual.

32. In our schools it is recognised that all children and young people need support to help them learn and develop to be the best they can be. This Education Department's continued commitment to inclusion focuses on the provision of high quality support that leads to positive outcomes for all children and young people.

33. The practice of inclusion within our schools and early learning and childcare settings continues to sit alongside the principles of key national drivers. *Curriculum for Excellence* has the central purpose of ensuring that all children and young people develop as successful learners, confident individuals, responsible citizens and effective contributors and therefore must be central to an inclusive approach. The Additional Support for Learning (Education) (Scotland) Act (2004) as amended (2009) remains the principal legal framework for driving practice. The Standards in Scotland's Schools Etc. Act 2000, Equality Act 2010, Children and Young People Act 2014 and UNCRC are also key. Getting it Right for Every Child (GIRFEC) is the national programme for all who work with children and young people, which underpins these and broader related frameworks.

34. The expansion of ASL provision would result in a number of educational benefits, in particular providing suitable high quality environments resourced with specialist staff will help realise the department's vision for children and young people with additional support needs and offer a high quality educational experience to meet the needs of the increasing number of children and young people with ASN that require specialist provision.

35. Increased accommodation and resources associated with the proposed new provision are likely to have a positive impact on the motivation, aspirations and enjoyment of children, staff and the wider schools community. At all stages, children would benefit from enhanced resources and pedagogy related to ASL.

36. The proposed increase in specialist staff supporting new services working within mainstream buildings would be advantageous and provide more effective support to the career-long professional learning of staff. In particular mainstream staff will benefit from the expertise of specialist staff in upskilling in inclusive pedagogy. In addition to this it would enable staff across specialist provisions to develop support networks in order to reflect, share and develop good practice in order to learn together and plan for improvement. This would lead to improved quality of learning, teaching and achievement for children both within and out with the specialist provisions.

37. Across our settings and schools we recognise the importance of adopting nurturing approaches in order to support behaviour, wellbeing, attainment and achievement of our children and young people. The 5 key indicators of the national Strategic Equity Fund (SEF) are attainment, attendance, inclusion, engagement and participation. The development of an enhanced nurture provision within Carlibar Communication Centre will support the development of relationship and attachment based approaches in a safe environment for primary aged children who are demonstrating high levels of social, emotional and behavioural needs. It would support any SEF funds being used to support nurturing approaches across all our schools via the specialist nurture provision.

38. Placing the Social, Emotional and Behavioural Needs (SEBN) Outreach Team within Carlibar will have the added benefit of aligning key primary outreach services under the headship of 1 person ensuring a co-ordinated approach to outreach support.

39. Following a review of our school estate, we have identified that there is sufficient space in terms of rooms, communal spaces and outdoor areas to support the development of an additional Early Years and Primary and provision based in Carolside Primary School under phase 1 of our ASN provision enhancement. Phase 2, to be planned at a later date would consider additional secondary provision. These would be located in opposite sides of the authority to the current provisions. This additional capacity would reduce the distance that pupils would require to travel on a daily basis to attend a specialist provision, providing a significantly better pupil experience.

40. It is proposed, following the results of consultation, this service would be operational from August 2023 with a phased introduction starting with new P1 children. The Education Resource Group will continue to allocate places to the specialist support services based on assessment of needs. However, where pupils reside will inform whether children are offered support in either Carlibar Communication Service or the new Carolside provision. (Education Committee Paper ASN Consultation Appendix 2)

41. Currently it is not considered that there would be any adverse impacts on children attending Carolside Primary School by implementing the proposal. There is currently additional space and capacity to establish this provision within the school. Additional staffing and resources will be allocated to support this new service. In addition, the wider benefit to pupils of Carolside includes opportunities for further development of inclusive practice across the whole school thus ensuring a joint ethos, based on clear vision and inclusive values in Carolside.

42. Pupils currently attending Carlibar Communication Centre will not be adversely affected as this new provision will adopt a phased approach to admissions with primary 1 catchment pupils starting at Carolside Communication and Support Centre from August 2023. Pupils currently attending Carlibar Communication Centre will continue to do so.

43. The enhanced nurture provision located within the CCC will not adversely impact children currently attending Carlibar Communication Centre or the pupils who will be supported there as the environment has been designed to offer a safe and nurturing space and will be led by trauma informed, experienced staff.

44. Pupils who live within the catchment of the new service will not be adversely impacted by attending the new service as the environment and staffing will be appropriate to their needs. An added benefit is that they will spend less time traveling to the specialist provision.

45. The authority will continue to monitor the provision in schools and early learning and childcare centres in accordance with established procedures and will provide support and challenge in order to secure continuous improvement in the quality of education. Should the proposed new ASL Specialist Provision proposal be approved the department would ensure that standards and quality would continue to improve for all learners.

46. The Education Department considers that the proposals would not have an adverse impact on any child or staff member in terms of age, gender, religion, race, and disability.

47. A Children's Rights, Fairness and Equality Impact Assessment will be undertaken as part of the consultation exercise. In carrying out this assessment the department will take account of (or address) any rights, fairness or equality issues raised as part of the consultation process. The Children's Rights, Fairness and Equality Impact Assessment will be included in the consultation report on the results.

IMPLICATIONS OF THE PROPOSAL

48. The consideration of an appropriate location for additional specialist provision must be cognisant of not only an establishment's current school roll, but also its projected school roll as a consequence of planned local residential developments. East Renfrewshire like all councils, must ensure effective management of its school places as it has a statutory duty to provide adequate and efficient provision of school education for its area.

49. In identifying an appropriate location for specialist learning provision the Education Department has taken into consideration a variety of factors including:

- (a) the availability of space to increase provision at a later date should it be required;
- (b) the location of the establishment with regards to ease of access;
- (c) the ability for Carolside Communication Service to have its own unique area whilst integrating with Carolside Primary School;
- (d) the Council's duty to *'secure continuous improvement in performance (while maintaining an appropriate balance between quality and cost); and, in making those arrangements and securing that balance, to have regard to economy, efficiency, effectiveness, the equal opportunities requirement and to contribute to the achievement of sustainable development.'*²

50. Carolside Primary School is located on Ashfield Road, to the north-east of the Council's area, and at the heart of the Clarkston community.

51. The school is currently operating as a 4 stream school (4 classes at each stage) with a school roll recorded in the annual school pupil census in September 2021 of 691. The school's current planning capacity on the basis of being 4 stream is 840, the school's roll over each of the last 5 years is detailed in table 2:

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	836	828	801	739	691
Planning Capacity	100%	99%	95%	88%	82%

Table 2

52. Currently, pupil projections do not indicate any new pupils taking up residence within the school's catchment area over the next 7 years as a consequence of planned new residential property developments.

² Local Government in Scotland Act 2003: Best Value: Revised Statutory Guidance: 2020 <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

53. The layout of the Carolside Primary School is conducive to the creation of a specialist service whilst supporting the integration of the specialist service to whole school activities and accessing shared resources. It is proposed that the service would be located in the enclosed area within the ground floor of the school where there are 3 classrooms, a pod area and access to toilets in a self-contained area.

54. Carlibar Communication Centre is located within Carlibar Primary School, on Carlibar Road. There are 11 classrooms within the Communication Centre and places are allocated via the ERG. The enhanced nurture provision will be housed in 1 classroom within the ground floor of CCC which can be accessed via the CCC entrance. Creating additional space within Carolside Primary School will facilitate space to enable this.

Admissions and Transfer Arrangements

55. Under the proposal, there would be no change to primary school admission arrangements and it would not affect any change to Carolside's associated secondary school. Carolside Primary would still serve the same community.

56. It is proposed that there will be no changes to the allocation of specialist support places as a result of the proposed setting. Places will continue to be allocated as a result of assessment and consultation, as part of the Education Resource Group process, with children remaining on the school roll of the school they have been granted a place in to allow for split placements and transition back into mainstream education.

Traffic Management

57. It is not envisaged that there would be any material changes to walking/cycling distances to children and young people currently attending Carolside as a consequence of this proposal. It is predicted that there will be a positive impact on the length of travel time for children accessing the specialist service for those who are entitled to transport as the service will be located nearer their community. There will be no negative impact in terms of school traffic management as the majority of the children accessing the new service will be brought to school via a school bus.

Timescale, Transition, Management Arrangements and Support

58. The legislative timescales required for the various elements of statutory consultation as defined by the Schools (Consultation) (Scotland) Act 2010, means that it is difficult to align the process of consultation with planned local governance processes and timelines such as Education Committee. As a consequence of the required timescales, the report on the results of the proposal will not be available for consideration by the next Education Committee (17 November 2022), following the end of the Consultation on 30 September 2022. This means that a decision on the proposal and associated findings of the consultation by Education Committee cannot be progressed for some time, and likely no earlier than January 2023.

59. If the proposed new arrangements for Specialist Additional Support for Learning provision are ultimately approved by Education Committee when they consider the outcome of this consultation, then transition and support would be carefully considered to manage the transfer to and the establishment of the new provisions. There would be support from the Quality Improvement Manager for Inclusion and Educational Psychology Service working with senior school staff to ensure that pupils are not disadvantaged during the transition. It is very likely that there will be the need for an extended period of transition for children and young people accessing the service, with staff working with parents/carers to ensure that the

transition is as smooth as possible. As part of the transition for the P1 cohort who would be starting at the new service, children, parents and staff would have the opportunity to familiarise themselves with the buildings including social areas, classrooms, play areas and entry/exit points. This is in line with existing transition arrangements for children moving from Nursery to CCC.

60. There are no implications for lets as any current lets at Carolside Primary School and Carlibar Communication Centre could continue.

Current & Future Provision

61. Should the proposal be accepted, East Renfrewshire Council will continue to provide high quality support to the growing number of children and young people who present with complex social, communication and behavioural needs. Subject to necessary approvals, there would be the opportunity to expand the specialist provision across both sides of the authority within the existing educational estate. This would ensure that class sizes, pedagogical approaches and the learning environment can best meet the needs of pupils with ASN. This would also reduce transport requirements and minimise lengthy journeys for children and young people who attend provision at the opposite side of the authority from where they live.

62. As part of this consultative process, consideration has been given to the findings from East Renfrewshire's ASL review. This provided an analysis of ASN data across the authority and highlighted the increasing number of children with more complex additional support needs. It is noted that the availability of and demand for educational places for children and young people with ASN will continue to be subject to ongoing monitoring and review. This will take into account changes to local/national educational policy such as the outcome of the national ASL review (the Morgan review), expansion of early years, or changes in class size.

63. Consideration will also be given to the new housing estates, and other demographic changes such as the number of families with children with ASN moving into the authority, which may lead to discussion about the need for any relevant modifications to the educational estate. Any future required changes to education estate provision would be subject to the procedures and approaches for such requests for capital investment, via the capital investment strategy and the Corporate Asset Management Group and subsequent future committee and council reports and any necessary consultation.

FINANCIAL CONSIDERATIONS

64. At present there is no identified finance to take forward the proposal to increase capacity of specialist provision so the department will direct funding from its delegated budget to support the recommendations as outlined in ASL review.

65. Additional staffing in each establishment will be required to deliver the service however any additional costs will come from existing authority staffing budgets and may involve a redistribution of staffing ratios across the school estate.

CONSULTATION

66. The Council is required to formally consult on a variation to the arrangements for the constitution of a special class in a school other than a special school. How this is carried out and who must be consulted is clearly set out in the Schools Consultation (Scotland) Act 2010 as amended.

67. This report is issued as a formal consultative document and will be made available to all interested parties. A copy of the report is available for inspection at the settings and schools and at the Council's Head Office, Eastwood Park, Rouken Glen Road, Giffnock, East Renfrewshire, G46 6UG; and at the Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY. An electronic version can be accessed at the East Renfrewshire Council website (<https://getinvolved.eastrenfrewshire.gov.uk/>).

Settings affected

68. Carolside Primary School, Carlibar Communication Centre and the early learning and childcare establishments of the Clarkston and Busby Community area.

Period of Consultation

69. The consultation period will last from Wednesday 17 August 2022 to midnight on Friday 30 September 2022.

Relevant Consultees

70. We will consult with the following:

- Parents/ carers of all children/ young people in the affected settings;
- Parent Councils of the affected settings;
- Parents/ carers of any child(ren)/ young person (people) expected to attend an affected setting within the next 2 school years;
- Pupils of each affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- Staff (teaching and otherwise) of each affected setting;
- Trade unions representing staff employed in the affected settings; and
- Any other education authority that the education authority considers relevant.

71. During the consultation period a public meeting will be held in Eastwood High School at 7:00 pm on Wednesday 7 September 2022. Elected members and senior officers of East Renfrewshire Council will be present to discuss the proposal and there will be an opportunity to ask questions at the meeting.

72. Note on Corrections: If any possible inaccuracy or omission in the Consultative Document is discovered by the Education Department or is suggested by any other person, the department will determine if relevant information has been omitted or if there has been an inaccuracy. The Education Department will then take appropriate action that may include the issue of a correction or the reissuing of the Proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

Responding to the Consultation

73. East Renfrewshire Council invites all interested parties to make written representation on the consultative proposal. Interested parties are encouraged to provide feedback on East Renfrewshire Council's website <https://getinvolved.eastrenfrewshire.gov.uk> or alternatively consultees can complete and return the consultation response proforma attached (Appendix A).

74. Written responses regarding the proposal will also be accepted by post. Such responses should be clear about who you are, where you live, why you are interested including your relationship with the affected settings (e.g. parent/ carer of pupil in an affected setting, member of staff at an affected setting, relative of a pupil at an affected setting etc.) and whether or not you agree with the proposal, or have any alternative solutions or comments. Petitions will be treated as a single response.

75. Education Scotland is entitled to copies of all responses received. We would therefore advise that your personal information will be supplied to Education Scotland if they request it. Separately, other interested parties may also seek sight of the responses received and accordingly you should advise if you wish your personal details withheld in respect of these requests.

76. Please send all written representation on the proposal to East Renfrewshire Council no later than midnight on Friday 30 September 2022 via the Council's consultation website, or postal address for hard copies to East Renfrewshire Council, Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY.

77. Education Scotland will be sent details of the consultation responses including issues raised at the public meeting and other relevant documentation. Education Scotland will then prepare and submit a report to the Director of Education within three weeks. In preparing their report Education Scotland may visit the affected schools.

78. The Director of Education will report the results of this consultation exercise including the report submitted by Education Scotland to the Education Committee on 1 December 2022. The consultation report on the results will be available for public inspection at least 3 weeks before that date. The report will be available at all reasonable times at Council Offices at Eastwood Park, and Barrhead Main Street, in the affected school, local library and published on the Council's website.

79. Reasonable requests for alternative forms of consultation papers or response documents will be accommodated wherever possible e.g. audio support or language translations. For this support please contact Aileen Vance via email Aileen.Vance@eastrenfrewshire.gov.uk or write to the address in paragraph 65 above.

80. The final report and the decision taken by the Education Committee will be made available on the Council's website. Printed copies of the report will be made available on request to anyone who has responded to the consultative document.

Mark Ratter
Director of Education
June 2022

Appendices
Appendix A: Consultation Pro-forma

**Proposed Catchment Schools for Carlibar Communication Centre and Carolside
Communication Centre**

Home School	Community	Proposed ASN Establishment
Crookfur Primary School	Newton Mearns	Carlibar
Carlibar Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Cross Arthurlie Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Hillview Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Neilston Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St John's Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St Mark's Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St Thomas' Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Uplawmoor Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Braidbar Primary School	Giffnock/Thornliebank	Carlibar
Giffnock Primary School	Giffnock/Thornliebank	Carlibar
Our Lady of the Missions	Giffnock/Thornliebank	Carlibar
Thornliebank Primary School	Giffnock/Thornliebank	Carlibar
Mearns Primary School	Newton Mearns	Carlibar
St Cadoc's Primary School	Newton Mearns	Carlibar
Maidenhill Primary School	Newton Mearns	Carlibar
Busby Primary School	Busby/Clarkston/Eaglesham	Carolside
Carolside Primary School	Busby/Clarkston/Eaglesham	Carolside
Eaglesham Primary School	Busby/Clarkston/Eaglesham	Carolside
Netherlee Primary School	Busby/Clarkston/Eaglesham	Carolside
St Joseph's Primary School	Busby/Clarkston/Eaglesham	Carolside
Calderwood Lodge	Newton Mearns	Carolside
Kirkhill Primary School	Newton Mearns	Carolside
St Clare's Primary School	Newton Mearns	Carolside

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EAST RENFREWSHIRE COUNCIL : EDUCATION DEPARTMENT

FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR
CHILDREN OF EAST RENFREWSHIRE COUNCIL

FORM FOR YOUR RESPONSE

ABOUT YOU

Name: Address: Post Code Tick the box if we should keep your name and address confidential**Please select all that apply and complete as appropriate:**

- I am a Parent/Carer of a child/ children attending an *affected school(s)* as noted below. (**Carer means the responsible adult with whom the young person lives**)
- Carolside Primary School
- Carlibar Communication Centre/PSADU
- Busby Nursery Class
- Cart Mill Family Centre
- Carolside Nursery Class
- Netherlee Nursery Class
- Overlee Family Centre
- My child/ children reside(s) in the delineated catchment area(s) of the school(s) attended above

Name(s) of my child(ren): I am a pupil at I am a member of staff at I am responding on behalf of a group or organisation.
Name of group/organisation I am related to a young person attending one of the *affected schools* I provide care to a young person attending one of the *affected schools* I reside within East Renfrewshire Other (*please specify*)

Please provide information to all sections. Should you not wish to specify some of the details in the ABOUT YOU section, we will still take your response into account.

WHAT YOU THINK (tick only one box)

- I agree with the proposal.
- I do not agree with the proposal.

PLEASE WRITE YOUR REASON(S)/ COMMENTS BELOW

The reason(s) I have for reaching my decision is/are:

Any other additional comment:

Signed

Send your reply to East Renfrewshire Council, via the online consultation website or post to Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY, no later than midnight **Tuesday 30 September 2022.**

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 June 2022Report by Director of EducationCONSULTATION ON THE ESTABLISHMENT OF GAELIC MEDIUM
PRIMARY EDUCATION (GMPE) AT THORNLIBANK PRIMARY SCHOOL
FROM AUGUST 2023 AND BEYOND**PURPOSE OF THE REPORT**

1. To seek approval to undertake a statutory education consultation on the proposal to establish Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023 and beyond.

RECOMMENDATIONS

2. Education Committee is asked to:
- a. approve that the Director of Education proceeds with a consultation on the proposal to establish Gaelic Medium Primary Education at Thornliebank Primary School from August 2023 and beyond; and
 - b. instruct the Director of Education to report on the consultation at a specially convened additional Education Committee on 8 December 2022.

BACKGROUND

3. The Council is required to consult formally on a proposal to: establish a new school (in this case Gaelic Medium Primary Education); changes to a delineated catchment area; and to the admission arrangements of any school. How this is carried out and who must be consulted is clearly set out in the Schools Consultation (Scotland) Act 2010 which came into force in April 2010 and amended in 2014.

4. Currently East Renfrewshire Council does not make any provision for the delivery of Gaelic medium education across the Broad General Education but supports families who wish such an experience for their children through the provision of transport to Gaelic provision in other local authorities.

5. The Education (Scotland) Act 2016 places a legislative duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). The act also establishes a process by which parents can request GMPE from their education authority and that when a threshold of demand is evidenced there is, as described in [Statutory Guidance](#)¹, 'an effective entitlement to GMPE', and that local authorities will 'secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so'.

¹ Statutory Guidance on Gaelic Education produced by Bòrd na Gàidhlig:
<https://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>

6. When an education authority is satisfied that there is demand from the parents of at least five children who are resident in the GMPE Assessment Area and who are in the same primary school commencement year group, the authority can carry out a full assessment of the need for GMPE or exercise its discretion and introduce GMPE provision.

7. The Education Department confirmed the number of families and children who indicated their desire for GMPE met the threshold for a full assessment of demand for P1 places commencing August 2023. Subsequently a full assessment was undertaken and a report published in February 2022 which detailed the Education Department's decision to take forward learning provision for GMPE for the beginning of school session 2023 / 2024.

8. Further details on the historical background of GMPE requests within East Renfrewshire, legal requirements and the full assessment process is available in paragraphs 7 to 28 of the consultation document.

REPORT

9. East Renfrewshire's schools and early learning and childcare establishments are exceptionally popular with families taking up residence to access education services and the department receiving a large number of placing requests each year. With significant residential property developments within the council area, almost all East Renfrewshire primary schools have high occupancy rates resulting in little scope for the introduction of GMPE provision even on a small scale.

10. Furthermore other factors must be considered when identifying an appropriate location for GMPE such as ease of access, centrality and the opportunity for the school to have its own unique identity whilst potentially integrating with an English medium school. Further details of considerations are included in paragraph 38 of the consultation document.

11. Following consideration of multiple factors, it is proposed that future GMPE provision be located at Thornliebank Primary School.

12. Responses to the full assessment by statutory consultees Education Scotland, Comann nam Pàrant and Bòrd na Gàidhlig suggest that not only should a proposed school be identified for GMPE, but that the opportunity to extend provision to early years and the secondary sector at a later date, also be considered. Details of the school's current and projected roll, and the possibility of extending provision to the early years and secondary sectors in future years, are detailed in paragraphs 34 to 45 of the consultation document.

13. Pupils attending Thornliebank Primary School, will be taught entirely in English as is currently the case. Pupils attending GMPE would be taught entirely in Gaelic across P1 to P3, with English being introduced to pupils from P4 onwards, albeit with Gaelic still the predominate language in the classroom.

14. It is proposed that the school will commence with a multi-stage composite class across stages P1 to P3 and that this will extend in future to a second multi-stage composite class at stages P4 to P7. Admissions to the provision will be managed on this basis.

15. Access to the GMPE provision will be in accordance with the current school admissions and placing request policies and there will be no impact on East Renfrewshire families applying for school places in other schools under the Council's control.

16. The proposed defined catchment area for the proposed GMPE provision at Thornliebank Primary School is the Council's boundary area.

17. The educational benefits and implications of the proposal are set out in paragraphs 83 to 97 of the attached consultation document.

18. The operational detail and timescales of the consultation are also set out in the consultative document.

19. The consultation period will last from Wednesday 17 August 2022 until midnight on Friday 30 September 2022.

FINANCIAL AND EFFICIENCY IMPLICATIONS

20. At present funding is not available for capital investment to the proposed school for the establishment of GMPE and for additional physical resources such as tables and chairs and IT equipment. Early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, indicate it is likely that the majority of capital funding required will be provided to the Council via the Gaelic Capital Fund.

21. Initially, it is anticipated that the school will require the recruitment and employment of an additional fluent Gaelic speaking Principal Teacher and a Gaelic speaking pupil support assistant (PSA). Funding is available to all Scottish Local Authorities for up to 75% of the cost towards delivery of Gaelic education, via the Gaelic Specific Grant, and the Council would look to access this.

22. Further information is included in the section on Financial Considerations in paragraphs 98 to 102 in the attached consultative proposal document

CONSULTATION

23. The purpose of this paper is to seek elected member approval to undertake a consultation exercise as is required by the Schools Consultation (Scotland) Act 2010.

24. Note on Corrections: If any inaccuracy or omission was discovered in the Proposal Document either by the Education Department, or any person, the department would determine if relevant information has been omitted or, if there had been an inaccuracy. The Education Department would then take appropriate action which may include the issue of a correction or the reissuing of the proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland would be advised.

IMPLICATIONS OF THE PROPOSALS

25. The legislative timescales required for the various elements of statutory consultation as defined by the Schools (Consultation) (Scotland) Act 2010, means that it is difficult to align the process of consultation with planned local governance processes and timelines such as Education Committee. As a consequence of the required timescales, the report on the results of the proposal will not be available for consideration by the next Education Committee (17 November 2022), following the end of the Consultation on 30 September 2022. This means that a decision on the proposal and associated findings of the consultation by Education Committee cannot be progressed for some time, and likely no earlier than January 2023.

26. In order to avoid a lengthy delay between the end of the consultation and a decision by Education Committee, it is proposed that an additional special Education Committee be convened as defined in the Recommendations.

27. Further implications of the proposals are set out in the consultative document and await the outcome of the consultation. The Director of Education will report the results of this consultation exercise, including the report submitted by Education Scotland, to the Education Committee on 8 December 2022.

28. If, following the consultation exercise, the decision is made to agree the proposal then from school session 2023 onwards it is proposed to:

- a. establish Gaelic Medium Primary Education at Thornliebank Primary School from August 2023 and beyond; and
- b. define the catchment area of the GMPE school as the Council's boundary and that the associated secondary school of the GMPE provision be Woodfarm High School, for the purpose of placing request applications.

29. This proposal is not subject to ministerial call in.

30. East Renfrewshire Council's legal section has been involved and is aware of the proposal and consequential outcomes for the Council.

CONCLUSIONS

31. Following confirmation of the demand for GMPE within East Renfrewshire which meets the threshold for the '*effective entitlement to GMPE*', the Education Department is progressing with the introduction of GMPE to ensure that the Council meets its statutory duty in accordance with the Education (Scotland) Act 2016 to '*secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so*'.

32. It is proposed that GMPE be delivered at Thornliebank Primary School from August 2023 and beyond.

33. Current legislation requires the Council to undertake a statutory consultation on the proposed changes.

RECOMMENDATIONS

34. Education Committee is asked to:

- a. approve that the Director of Education proceeds with a consultation on a proposal establish Gaelic Medium Primary Education at Thornliebank Primary School from August 2023 and beyond; and
- b. instruct the Director of Education to report on the consultation at a specially convened additional Education Committee on 8 December 2022.

Mark Ratter
Director of Education
June 2022

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Appendices

Appendix 1: Consultation Paper: The establishment of Gaelic Medium Primary Education at Thornliebank Primary School from August 2023 and beyond

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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

THIS IS A FORMAL CONSULTATIVE DOCUMENT

**THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION
AT THORNLIBANK PRIMARY SCHOOL
FROM AUGUST 2023 AND BEYOND**

JUNE 2022

This document has been issued by the Education Committee of East Renfrewshire Council for consultation in terms of the Schools Consultation (Scotland) Act 2010 as amended.

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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION
AT THORNLIBANK PRIMARY SCHOOL
FROM AUGUST 2023 AND BEYOND

1. The education estate across East Renfrewshire Council comprises of 23 early learning and childcare establishments and nursery classes. The Council has 24 primary and 7 secondary co-educational schools, of which 7 primary and 2 secondary schools are denominational Roman Catholic schools, with the Council having the only Jewish Faith based primary school in Scotland, Calderwood Lodge. Additionally the Council has a specialist school, Isobel Mair School, for supporting children and young people with additional support needs. The remainder of primary and secondary schools are non-denominational.
2. Currently East Renfrewshire Council does not make any provision for the delivery of Gaelic medium education across the Broad General Education, but does support families who wish such an experience for their children through the provision of transport, to Gaelic provision in other local authorities.
3. Whilst the Council supports families who attend Gaelic provision by means of transport, East Renfrewshire's families can only access Gaelic medium education if they are successful in being granted a placing request to schools in neighbouring local authorities. Given the ever increasing demands for Gaelic medium education in these authorities, it is now becoming more likely that applications from East Renfrewshire residents for such places in other local authorities will be refused.
4. The Education (Scotland) Act 2016 places a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and establishes a process by which parents can request Gaelic Medium Primary Education (GMPE) from their education authority.

PURPOSE OF THE CONSULTATION

5. The purpose of this consultation is:
 - (a) to consult on the proposal to establish a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

INTRODUCTION

Background

6. East Renfrewshire Education Department is committed to *Everyone Attaining, Everyone Achieving through Excellent Experiences*, and has a well-earned reputation for providing an excellent education for children. This is borne out in the reports received on our schools following inspection by Education Scotland.

GMPE Legislation

7. The Education (Scotland) Act 2016 places a legislative duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). The act also establishes a process by which parents can request GMPE from their education authority and that when a threshold of demand is evidenced there is, as described in [Statutory Guidance](#)¹, ‘an effective entitlement to GMPE’, and that local authorities will ‘secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so’. Furthermore the guidance is clear that an education authority cannot take or justify a decision not to provide GMPE on the basis of a single factor, for example, accommodation.

8. When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE referred to as a ‘GMPE Assessment Area’.

9. The legislation and statutory guidance directs that parents of children under school age and who have not yet started to attend a primary school, have the right to request an assessment of the need for GMPE from the education authority in which the family resides. Any request must also set out or be accompanied by evidence of demand for GMPE from parents of other children resident in the same education authority area and who are in the same primary school commencement year group as the specified child. A parental request may also contain evidence that there is demand for GMPE from parents of other children under school age who will commence primary education in a different year.

10. The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand in the assessment area from the parents of at least five children who are resident in the GMPE Assessment Area and that all are in the same pre-school year group.

11. Where any education authority determines that there is a potential need for GMPE in the GMPE assessment area, it has two possible options. It can:

- carry out a full assessment of the need for GMPE in the GMPE assessment area; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

12. A full assessment requires local authorities to seek the views of [Education Scotland](#)², [Bòrd na Gàidhlig](#)³, [Comann nam Pàrant](#)⁴ and the [National Parent Forum of Scotland](#)⁵.

13. Additionally in accordance with the statutory guidance local authorities must consider the following factors when undertaking a full assessment:

- Views provided by statutory consultees;
- Initial assessment information in relation to demand;
- Existing GMPE provision in adjacent authorities and the availability of access;

¹ Statutory Guidance on Gaelic Education produced by Bòrd na Gàidhlig:

<https://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>

² Education Scotland: <https://education.gov.scot/>

³ Bòrd na Gàidhlig is the principal public body in Scotland responsible for promoting Gaelic development, including providing advice to Scottish Ministers on Gaelic issues: <https://www.gaidhlig.scot/en/>

⁴ A network of around 30 local groups, representing the interests of parents whose children are educated through the medium of Gaelic at the various levels, from pre-school to secondary level. <https://www.parant.org.uk/>

⁵ National Parent Forum of Scotland (NPF): <https://www.npfs.org.uk/>

- Access to GMPE in East Renfrewshire from children in other Local Authorities;
- Accommodation;
- Costs;
- Teachers – including potential availability within East Renfrewshire and the potential to recruit; and,
- The East Renfrewshire Gaelic Language Plan.

14. Where an education authority decides to secure the provision of GMPE in the GMPE Assessment Area, it must take the necessary steps to secure the provision as it considers appropriate and within reasonable timescales.

Requests for GMPE delivery within East Renfrewshire

15. In April 2017, the Education Department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child. After carrying out the initial assessment, the department concluded that there was not the potential need for GMPE as the threshold for a full assessment had not been met. As a result no further action was taken.

16. In June 2019 Education Committee remitted the East Renfrewshire Gaelic Language Plan 2017-2022 to Cabinet for approval. This plan includes a commitment to assess requests for GMPE and determine the need for appropriate provision in line with the statutory guidance.

17. On 27 October 2021 the department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE within the council, with the objective of GMPE provision being available for their child for P1 commencing in August 2023. Included in the request were the names of a further 13 children across a range of year groups not yet of primary school age, whose parents expressed an interest in GMPE for their children.

18. The department wrote to each parent included in the request, inviting them to return confirmation of their wish for GMPE for their child. Given the Council's small geographical area, the designated GMPE Assessment Area (defined catchment area) was defined as the entirety of the area of East Renfrewshire Council.

19. In response, the department received 11 confirmations, including that of the lead child, by the deadline of 8 December 2021. The breakdown of positive responses and the year in which the children are likely to commence primary education is detailed as follows:

Year Group P1 Starting	Number of Positive Responses
2023 - 24	5
2024 - 25	2
2025 - 26	3
2026 - 27	1

Table 1

20. As such the required threshold for an obligatory full assessment of the desire for GMPE of five children in any one year group was met by those families of children who will commence primary education in 2023-24. Consequently, the department decided to undertake a full assessment (appendix C) of the need for GMPE with respect to this application.

21. Comann nam Pàrant recorded in its response to the full assessment that it was aware of an additional 5 children whose parents are interested in accessing GMPE. It is unclear from the response as to where these families are located, the primary school commencement year and confirmation status of desire for GMPE is not yet verified.

22. The department wrote to all parents who intimated a desire for GMPE to inform them that the department intended to carry out a full assessment.
23. Given the legislative timeframe for the completion of the full assessment of 10 weeks, the full assessment required to be completed by 16 February 2022, with a decision made to proceed or otherwise on the introduction of GMPE within East Renfrewshire and to consult accordingly. As a consequence of the full assessment completion deadline occurring before the next council Education Committee meeting, the committee approved the delegation of the decision to establish GMPE to the Director of Education, following consideration of the outcome of the full assessment, at Education Committee on 3 February 2022.
24. On 16 February 2022, the Education Department published the [Assessment Response to a Parental Request for Gaelic Medium Education \(GMPE\) in East Renfrewshire Council](#)⁶ (full assessment) which confirmed the Education Department's decision to take forward a learning provision for Gaelic Medium Primary Education for the beginning of school session 2023 / 2024.
25. Given the decision to secure the provision of GMPE in the GMPE Assessment Area the Education Department is required to take the necessary steps to secure the provision as it considers appropriate and within reasonable timescales and to undertake a statutory consultation.
26. Responses to the GMPE full assessment by Comann nam Pàrant, Bòrd na Gàidhlig and Education Scotland suggest that the local authority should consult on the location of the proposed GMPE site and that the local authority should consider other factors such as central location and the ability for the service to be extended at a later date should GMPE increase in popularity in the council area.
27. Furthermore, whilst this proposal focuses on the introduction of GME for the primary sector, responses by Education Scotland, Comann nam Pàrant and The Bòrd na Gàidhlig recommended wider consideration at this time of future provision of immersive Gaelic Medium Education across the entire Broad General Education from 3-18. Therefore, whilst out with the scope of this proposal, the position of 3-18 resources has also been taken into consideration, in the event that any wider future provision is considered.
28. The focus of this consultation is only on GMPE and any future extension of Gaelic medium provision will be undertaken in accordance with legislation and appropriate consultation.

GMPE for East Renfrewshire Residents: Current Position

29. As detailed in paragraph 2, presently East Renfrewshire Council does not make GMPE provision available within the local authority area, however the Council supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
30. The department is not aware of any placing requests being refused in recent years, however our statutory consultees (Bòrd na Gàidhlig, Comann nam Pàrant and Education Scotland) highlighted in their responses to the full assessment, that it is their understanding there is limited capacity within Glasgow City Council (which previously has accepted applications from East Renfrewshire residents) and that the authority has indicated it will no longer be able to provide places to non-Glasgow residents as a consequence of oversubscription from its residents.

⁶ Full Assessment Report: https://www.eastrenfrewshire.gov.uk/media/7380/GMPE-full-assessment-response/pdf/GMPE_full_assessment_response.pdf?m=637806074901130000

31. Comann nam Pàrant further commented in response that it believes any location identified for the delivery of GMPE must also consider the ability to increase the number of learning and teaching spaces available, as it suggests demand will grow in future.

32. At the present time 9 children are accessing GMPE in the aforementioned neighbouring local authorities with 6 children attending an establishment in Glasgow City Council and 3 children attending an establishment in South Lanarkshire Council (East Kilbride).

33. In addition, 8 children access secondary Gaelic Education at Glasgow Gaelic Secondary School.

East Renfrewshire School Estate: Identification of Proposed Establishment for Possible GMPE Provision

34. Across East Renfrewshire, schools operate as a cluster of schools with early learning and childcare establishments, primary and secondary schools being associated as a family of establishments. This approach allows clusters to work effectively at points of transition with children to ensure seamless progression from one sector to another and allows associated establishments to collaborate in common endeavours to create and continuously develop a 3-18 experience for all learners which is bespoke to the needs of their community.

35. East Renfrewshire's schools and early learning and childcare establishments are exceptionally popular, with many families becoming resident within the Council area in order to allow their children to access the high quality learning experiences, achievements and outcomes which our establishments are known for. This has been further heightened by significant residential property developments within the council area as a consequence of the Council's strategic residential property development plan, Local Development Plan 1 and subsequent [Local Development Plan 2](#)⁷.

36. These factors have resulted in almost all East Renfrewshire primary schools having high occupancy rates which results in little scope for the introduction of GMPE provision even on a small scale. Furthermore, the same constraint can be applied to many early learning and childcare, and almost all secondary establishments.

37. The consideration of an appropriate location for GMPE must also be cognisant of not only an establishment's current school roll, but also its projected school roll as a consequence of planned local residential developments. East Renfrewshire like all councils, must ensure effective management of its school places as it has a statutory duty to provide adequate and efficient provision of school education for its area.

38. In identifying an appropriate location for GMPE the Education Department has taken into consideration a variety of factors including:

- (a) sufficiency of school places for initial GMPE on the basis of current identified demand;
- (b) the availability of space to increase provision at a later date should it be required;
- (c) the opportunity to extend Gaelic provision at a later date to 3-18;
- (d) the location of the establishment with regards to ease of access;
- (e) the ability for the GMPE school to have its own unique identity whilst integrating with the non-GMPE school;
- (f) the Council's duty to *'secure continuous improvement in performance (while maintaining an appropriate balance between quality and cost); and, in making those arrangements and securing that balance, to have regard to economy, efficiency,*

⁷ East Renfrewshire Council's Local Development Plan: <https://www.eastrenfrewshire.gov.uk/ldp>

*effectiveness, the equal opportunities requirement and to contribute to the achievement of sustainable development.*⁸

39. Thornliebank Primary School campus is located on Thornliebank Drive, to the north-west of the Council's area, and at the heart of the Thornliebank community within a residential area with good transport links.

40. The school is currently operating as a 1 stream school (1 class at each stage) with a school roll recorded in the annual school pupil census in September 2021 of 188. The school's current planning capacity on the basis of being 1 stream is 210, however the school has the ability to increase its planning capacity to 420 (2 stream school) given the number of learning and teaching bases available within the school. On the basis of a planning capacity for the school of 420, the school's roll over each of the last 5 years is detailed in table 2:

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	169	176	186	192	188
Planning Capacity	40%	42%	44%	46%	45%

Table 2

41. There is a very small number of pupils projected to take up residence within the school's catchment area in the next 10 years or so from new residential developments.

42. Since August 2020, East Renfrewshire Council has offered families with children aged 3 and 4 years old access to 1140 hours of Early Learning and Childcare. The maximum capacity at Thornliebank Nursery Class is 40 children present at any one time. Since the introduction of 1140 hours the number of children recorded as attending the nursery class at the end of the academic year is 34 in years 2020-21 and 2021-22. This means that on average over the last two years there have been 6 places available within the nursery class.

43. Woodfarm High School, the associated secondary school of Thornliebank Primary School, has a school roll of 715 as recorded in the annual school pupil census of 2021 or 72% of the school's planning capacity; the lowest value recorded across all of East Renfrewshire's secondary schools. The school's catchment area has a very small number of planned residential property developments in the area and consequently current projections indicate a very small number of potential additional children requiring a place at the school in the next 10 years.

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	878	843	807	765	715
Planning Capacity	88%	84%	81%	77%	72%

Table 3

44. The proposed model for delivery of GMPE at Thornliebank campus is English & Gaelic being delivered in the same school under the leadership of one Head Teacher. For pupils attending Thornliebank Primary School, pupils will be taught entirely in English as is currently the case. For those in attendance at GMPE school, pupils will be taught entirely in Gaelic across P1 to P3, with English being introduced to pupils from P4 onwards, but with Gaelic still the predominate language in the classroom.

45. It is important that both schools have their own unique identity. The layout of the Thornliebank Primary School campus is conducive to the creation of a unique school for Gaelic medium whilst simultaneously facilitating the integration of the GMPE provision to whole school activities and accessing shared resources. This will ensure equal status of Gaelic, will

⁸ Local Government in Scotland Act 2003: Best Value: Revised Statutory Guidance: 2020 <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

encourage a positive and inclusive attitude environment in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic.

Transport

46. East Renfrewshire Council and all other local authorities in Scotland are duty bound to comply with the statutory requirement to provide home to school transport arrangements that are considered necessary when:

- (a) children are aged less than 8 years old and live more than two miles from their designated school; and
- (b) children aged 8 and over who live more than three miles from their designated school.

47. East Renfrewshire's [School Transport Policy](#)⁹ complies with the statutory requirement and has additional conditions which may be met to allow children to access free transport to and from school each day. Specifically in relation to primary school education, an East Renfrewshire resident child is entitled to free transport when the child's catchment school is more than 2 miles from the family home, using the safest shortest walking route.

48. As East Renfrewshire Council does not provide GMPE locally at this time, those children who are successful in applying for a place in other local authority's GMPE provision are provided with free school transport. Free school transport for children attending GMPE takes the form of a taxi.

49. Any East Renfrewshire child who attends the proposed GMPE school and who resides more than 2 miles from the school would be provided with free transport, as the catchment area of the provision is the Council's boundary.

50. There are currently 9 children of primary school age attending GMPE provision in other local authorities either at Mount Cameron Primary School East Kilbride, the Glasgow Gaelic School (Govan) or The Glasgow Gaelic School (Berkley Street). Details of the schools currently being attended and the shortest, longest and average distance to each of those establishments by children is provided in table 4. Additionally distances which would be travelled had children been attending GMPE at Thornliebank Primary School, are also provided.

School Attending	Shortest round trip	Longest round trip	Average Round Trip	Shortest Round Trip to TPS ¹⁰	Longest Round Trip to TPS ¹⁰	Average Round Trip to TPS
Mount Cameron PS	14	19	16	7	8	8
Glasgow Gaelic School Govan	16	19	17	5	10	8
Glasgow Gaelic School Berkley Street	19	21	20	6	10	8

Table 4

⁹ East Renfrewshire Free School Transport Policy: <https://www.eastrenfrewshire.gov.uk/free-school-transport>

¹⁰ TPS: Thornliebank Primary School

51. As per Table 1, families of 5 children have recorded that they wish to access GMPE provision delivered by East Renfrewshire Council from August 2023 and beyond. Whilst it is not clear as to which GMPE provision outside East Renfrewshire each family would apply for a place at if provision is not provided within the Council, table 5 provides details of the average, shortest and longest distance for each establishment from the group of 5 children.

	Shortest Round Trip	Longest Round Trip	Average Round Trip
Mount Cameron PS	12	25	19
Glasgow Gaelic School (Govan)	10	26	18
Glasgow Gaelic School (Berkley Street)	14	21	17
Thornliebank PS	<1	10	6

Table 5

52. The allocation of school transport for any East Renfrewshire child who is allocated a place at the proposed GMPE school will be in accordance with the Council's school transport policy. Of the 5 children for which families have requested GMPE place from August 2023, two reside within 2 miles of the Thornliebank Primary School, and so it is likely would make their own way to school each day without the need for transport.

53. Where an East Renfrewshire resident is successful in a placing request to GMPE provision in another local authority, but did not apply for GMPE in East Renfrewshire, then the Council will not make arrangements for transporting that child to the GMPE provision in another local authority. Where a child's application for GMPE provision in East Renfrewshire cannot be accommodated due to oversubscription, and the child is successful in a placing request to another local authority, then the Education Department will provide transport in such cases.

54. Of the remaining 6 children who have requested GMPE for future years, 2 reside within 2 miles of the school.

55. Table 5 highlights the significant reduction in the distance which would require to be travelled by children each day should GMPE provision be made available at Thornliebank Primary School. Further benefits of this reduction in travel is provided in the education benefits statement section.

Staffing and Admission Arrangements

56. All councils must ensure effective management of their school places and have a statutory duty to provide adequate and efficient provision of school education for their area.

57. Local authorities also have a "... duty to secure best value by continuous improvement in performance of the authority's functions, while maintaining an appropriate balance between quality and cost and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development."

58. In primary schools, the planning capacity is used to determine the number of pupils that the Education Department can plan to take at each stage in a school and informs the number of required teachers. The planning capacity is used to help monitor provision and demand and to support planning to provide an appropriate number of school places for children who reside within a school's catchment area.

59. The pupil teacher ratio as defined by the Scottish Negotiating Committee for Teachers (SNCT) defines the permissible number of pupils to a single General Teaching

Council for Scotland (GTCS) registered teacher. The pupil teacher ratios within the primary sector are defined by SNCT as follows:

P1:	25 pupils for every class teacher;
P2-P3:	30 pupils for every class teacher;
P4-P7:	33 pupils for every class teacher.

60. Composite classes allow children from different year stages to be educated together in the same class, by the same teacher. The SNCT agreement defines a teacher pupil ratio maximum of 1:25 (1 teacher to 25 pupils) for composite classes. Composite classes can assist the Education Department to effectively and efficiently manage the school estate and are common place in Scottish schools.

61. It is important that the Education Department plans accordingly to provide the maximum number of places within the GMPE school for those East Renfrewshire residents who request a place, whilst ensuring the Council meets its statutory duty of granting placing requests to those who stay in other local authorities, when it considers places are available.

62. The Education Department must also consider its ability to recruit fluent GTCS registered Gaelic speaking primary teacher(s) when determining the number of maximum pupils which can be accommodated. Bòrd na Gàidhlig recognises the challenge of recruiting appropriately qualified staff given the rising demand for GMPE but is of the view that recruiting staff should be possible. The challenges of recruiting suitably qualified staff and professional development of them, is also a matter raised by Ken Muir in his recent report¹¹ on education reform in Scotland. The Bòrd has offered to assist the department in the recruitment process.

63. The confirmed demand for a place at the proposed GMPE school records a requirement at this time of 11 places, with 5 places required for commencement in August 2023. However, Comann nam Pàrant indicated in its response to the full assessment that following 'minimal promotion' it was made aware of families of another 5 children who are interested in accessing GMPE and that it believes demand for GMPE will increase in the Council if a school is established.

64. Gaelic Medium Primary Education (GMPE) takes the form of immersion, i.e. children experience all their learning in the early years of primary school (P1 - P3) through the Gaelic language. Thereafter, immersion continues but in P4–P7 English is introduced, while Gaelic remains the predominant language of the classroom.

65. Given the number of children the Council is aware of who would request GMPE provision, the department proposes to initially plan for the employment of one GMPE teacher. This will allow a multi-stage composite class across the P1-P3 year stages, aligning with the Early and First Level of the Broad General Education and the approach to delivery of education in immersive Gaelic at P1-P3 and English being introduced from P4 onwards, albeit with Gaelic the predominate language of the classroom.

66. Currently 1 child in the P1 year stage is attending GMPE provision in another local authority. At the commencement of the proposed GMPE provision in August 2023, this child will be commencing the P3 year stage and may request to transfer to the proposed GMPE school in East Renfrewshire.

67. The data gathered thus far indicates that 17 places may be required at the school within the first 5 years of opening. It is also likely that demand will increase once the provision is in place.

¹¹ Putting Learners at the Centre: Towards a Future Vision for Scottish Education:
<https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>

68. The current [school admissions and placing request policies](#)¹² came into effect on 1 January 2017 following a full public consultation.

69. The school admissions policy is clear in that when a catchment child applies for a place in a catchment school, if there are places available, a place will be allocated.

70. In keeping with legislation, families can apply for their child to attend a school which is not the catchment school allocated to their location of residence or for a school place in another local authority. Where places are available after all catchment children are accommodated (and in excess of reserved places), these should be allocated to placing request applicants accordingly. If the number of placing request applications received is greater than the number of places available, places are allocated in accordance with the placing request priorities.

71. In the case of oversubscription by catchment, places are also allocated to catchment children in accordance with the placing request priorities.

72. Whilst the proposed location of GMPE provision within East Renfrewshire is Thornliebank Primary School, the defined catchment area for accessing the GMPE provision for East Renfrewshire residents is the Council's boundary.

73. In order to access a GMPE place, it is proposed that all East Renfrewshire residents will apply for a place as a catchment applicant to the GMPE school in accordance with the current school admissions and placing request policies.

74. Applicants will also indicate the preferred English medium catchment school (denominational / non-denominational) in the case that the child's GMPE application cannot be accommodated due to oversubscription.

75. At the time of school catchment application processing at the end of March, GMPE applications will be processed by the department first, identifying those who can or cannot be accommodated. In the case of oversubscription by catchment applicants the available places will be allocated in accordance with the placing request priorities as is the case for any catchment school across the Council.

76. All GMPE applicants will be included in the catchment processing of the English medium school recorded regardless of whether or not they have been allocated a place at the GMPE provision, along with all other non-GMPE applicants for that school.

77. Where a child has been granted a place in GMPE, the purpose of inclusion in the processing of applications for the recorded English medium catchment school is only to identify which English medium catchment school the child would have been allocated if a GMPE application had not been successful. The English medium primary school which would have been allocated will then identify the associated secondary school for the child for purpose of P7-S1 transfer applications. Any child allocated GMPE will of course not be allocated a place at the English medium school.

78. Any applicant who cannot be accommodated in GMPE due to oversubscription will have their English medium catchment school application processed alongside all other applicants for that school. At this time, the GMPE applicant will be treated like all other applicants for the English medium school and will be processed in accordance with the school admissions and placing request policies, with an appropriate non GMPE primary place allocated.

¹² <https://eastrenfrewshire.gov.uk/article/4436/School-Admissions>

79. At the point of transition to secondary school, any child who attends the proposed GMPE school will be assumed to transfer to the secondary school associated with the English medium catchment primary school as described in paragraphs 76 to 78. This is assuming catchment status is unchanged. However, in accordance with the school admissions and placing request policies, parents/carers of children attending the proposed GMPE school will have the option of applying for a place in either of the catchment secondary schools associated with the child's location of residence.

80. At the time of P7-S1 transition, should parents/carers of children attending GMPE wish to submit a placing request for a non-catchment secondary school, for the purposes of placing request applications, the associated secondary school of the GMPE school will be regarded as Woodfarm High School, as is the case with Thornliebank Primary School.

81. The Council's current school admissions and placing request arrangements for catchment East Renfrewshire Council families, and those from other local authorities, will be applicable for those who wish to apply for a place at the Gaelic Medium primary school and there will be no impact on families applying for school places in other schools under the Council's control.

PROPOSAL

To introduce Gaelic Medium Primary Education to East Renfrewshire Council to meet the demands for such provision from residents as confirmed by the full assessment of demand for GMPE, and to ensure the Council meets its statutory duty by doing so. It is proposed that GMPE will be provided at Thornliebank Primary School campus from August 2023 and beyond.

82. The proposal is:

- (a) to consult on the proposal to establish a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

EDUCATIONAL BENEFITS STATEMENT

83. The vision of the Education Department of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, is at the heart of the work that the department and school staff undertake as they seek to provide the highest quality education and services to develop the whole individual.

84. The aim of *Curriculum for Excellence* is to enable all children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society. The Department's vision and values embody these aims, which are furthered by *Curriculum for Excellence and Getting it Right for Every Child*.

85. The Education Department and schools work tirelessly to provide an educational experience which is wide and varied and is designed appropriately to the needs of all learners and our communities.

86. In the Council's Gaelic Language Plan there is a clear statement to the Council's commitment to the use and promotion of Gaelic language in recognition of its status as one of Scotland's national languages and to the encouragement of learning and using the Gaelic language. The plan reaffirms the Council's commitment to contribute towards developing and

sustaining the language in general and for its residents in particular, and the benefits that GMPE will bring.

87. Furthermore the Council's Gaelic Language Plan describes the Council's intention to consider the inclusion of Gaelic language within our 1+2 Languages strategy as an alternative language for learners.

88. Thornliebank Primary School English medium provision would be well placed to access the expertise of specialist Gaelic primary school practitioner(s) should GMPE be provided on the school's campus and could be considered as a language for inclusion in the school's 1+2 approaches.

89. For children who access English medium education at Thornliebank Primary School there will be opportunities to integrate and learn and play with children who would attend the GMPE provision at whole school activities, in the playground, lunch hall and during extra-curricular activities. The school communal areas, Gaelic teaching spaces and some areas of playground would have Gaelic language signage also. This will provide children of English medium the opportunity to develop language skills, knowledge and comprehension in a naturally occurring way and may heighten their interest in the language. The Gaelic and English medium provisions will be able to share in a collective vision, values and aims for the integrated school, creating a fully inclusive and equitable learning environment, which focuses on individual learners and their specific needs; a key feature of the future of education as described by Ken Muir in his recent report¹³ on [education reform in Scotland](#).

90. The introduction of GMPE provision within the council will promote and highlight opportunities of Gaelic Medium Education within Scottish education and resultant benefits of bilingualism and will make learners more aware of how being a speaker of Gaelic is part of Scotland's identity, culture and heritage. Additionally, it improves all young people's access to local-based Gaelic Medium Education in pursuit of excellence, equity and equality in Scottish education. The recognition and celebration of Scotland's diversity and parity of esteem for Gaelic communities is another principle recognised by Ken Muir¹³ as key in meeting the needs of current and future learners from the community.

91. East Renfrewshire has a similar proportion of Gaelic speaking residents to the national average and so it is of educational benefit for these families to be able to access GMPE within their own council area given the additional logistics families face when children have to travel to other local authorities.

92. Whilst at this time focus is on the introduction of GME within the primary sector, the creation of such a school is considered to be the first step towards the Council overtaking its commitment to actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres as defined within the Council's Gaelic Language Plan. This would benefit children's education as they would be able to access GME across the years 3-18, allowing children to develop their Gaelic acquisition at entry to early years education and to continue their learning journey in Gaelic medium in secondary school, providing a truly 3-18 progressive experience.

93. Should GMPE provision be provided within Thornliebank Primary School campus, the travelling time for young learners will reduce significantly from the current travelling times required to access other provision in Glasgow City Council and South Lanarkshire. In response to the full assessment consultation, Comann Nam Pàrant made reference to one parent who advised that their child spends around 1.5 hours per day travelling to and from school, which has an impact on children's time pre and post school. Furthermore, children's

¹³ Putting Learners at the Centre: Towards a Future Vision for Scottish Education: <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>

ability to access extra-curricular activities at the school given the requirement for them to be transported large distances, are limited. Consequently it would be beneficial to children's education to be educated within the local authority.

94. Having GMPE provision within East Renfrewshire Council is likely to facilitate better parental engagement and involvement with school life given the reduced travelling distance to school; there are clear educational benefits to parents/carers having strong involvement and engagement with their child's school.

95. Encouraging active travel for children walking to school each day improves physical and mental wellbeing, reduces car usage within the vicinity of schools reducing pollution in the air and supports the Council's efforts towards being Carbon Neutral by 2040. Active travel will be possible for those who live within 2 miles of the proposed GMPE school.

96. The Education Department considers that the proposals would not have an adverse impact on any child or staff member in terms of age, gender, religion, race, and disability.

97. A Children's Rights, Fairness and Equality Impact Assessment will be undertaken as part of the consultation exercise. In carrying out this assessment the department will take account of (or address) any rights, fairness or equality issues raised as part of the consultation process. The Children's Rights, Fairness and Equality Impact Assessment will be included in the consultation report on the results.

IMPLICATIONS OF THE PROPOSAL

FINANCIAL CONSIDERATIONS

98. At present funding is not yet available for modifications to the identified preferred location for the establishment of a GMPE school or for additional physical resources such as tables and chairs and IT equipment. However from early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, it is likely that the majority of capital funding required will be provided to the Council.

99. Initially, it is anticipated that the school will require the recruitment and employment of an additional fluent Gaelic speaking Principal Teacher and a Gaelic speaking pupil support assistant (PSA). This approach will support the objective of providing a totally immersive Gaelic language experience. There may be further job sizing considerations required given the expectation of additional management duties for the Head Teacher.

100. In order to support the Council to meet the additional revenue costs as a consequence of the introduction of GMPE, funding is available to all Scottish Local Authorities for up to 75% of the cost towards delivery of Gaelic education, via the Gaelic Specific Grant. Given that the grant can only meet up to 75% of all costs associated with the cost of GMPE, any costs in excess of the grant would be raised as a spending pressure from financial year 2022-23 and beyond.

101. Currently most of the revenue costs of transporting children each day to and from Gaelic provision in other local authorities (Glasgow and South Lanarkshire) are funded from the Gaelic Specific Grant, with the Council meeting the remainder of the costs.

102. There is potential, if Gaelic provision was established in East Renfrewshire, that some of the children who may attend and who live within a 2 mile radius of the provision, would not require to be transported to and from school each day. Furthermore, for children who reside

out with the 2 miles radius but who are East Renfrewshire residents, there could possibly be greater degree of flexibility in providing transport, as well as the distance required to travel. Consequently it is likely that transport costs which the Council currently meets will reduce over time and the experience for children will be improved. The Council would continue to seek funding for transportation costs for East Renfrewshire children to be transported to and from the facility from the Gaelic Specific Grant.

CONSULTATION

103. The Council is required to formally consult on the arrangements for the establishment of a new school or a new stage of education in a school and the associated catchment area of a school. How this is carried out and who must be consulted is clearly set out in the Schools Consultation (Scotland) Act 2010 as amended.

104. This paper is issued as a formal consultative document and will be made available to all interested parties. A copy of the paper is available for inspection at the settings and schools and at the Council's Head Office, Eastwood Park, Rouken Glen Road, Giffnock, East Renfrewshire, G46 6UG; and at the Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY. An electronic version can be accessed at the East Renfrewshire Council website (<https://www.eastrenfrewshire.gov.uk/GMPE>).

Settings affected

105. Thornliebank Primary School and the early learning and childcare establishments of the Woodfarm Community area, namely Braidbar Primary School Nursery Class, Giffnock Primary School Nursery Class, Glenwood Family Centre and Thornliebank and Primary School Nursery Class.

Period of Consultation

106. The consultation period will last from Wednesday 17 August 2022 to midnight on Friday 30 September 2022.

Relevant Consultees

107. We will consult with the following:

- Parents/ carers of all children/ young people in the affected settings;
- Parent Councils of the affected settings;
- Parents/ carers of any child(ren)/ young person (people) expected to attend an affected setting within the next 2 school years;
- Parents/ carers of any child(ren)/ young person (people) where parent/carers requested GMPE provision within the initial request and subsequent full assessment of the demand for GMPE;
- Bòrd na Gàidhlig;
- Pupils of each affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- Staff (teaching and otherwise) of each affected setting;
- Trade unions representing staff employed in the affected settings; and

- Any other education authority that the education authority considers relevant.

108. During the consultation period a public meeting will be held in St Cadoc's Primary School at 7:00 pm on 15 September 2022. Elected members and senior officers of East Renfrewshire Council will be present to discuss the proposal and there will be an opportunity to ask questions at the meeting.

109. Note on Corrections: If any possible inaccuracy or omission in the Consultative Document is discovered by the Education Department or is suggested by any other person, the department will determine if relevant information has been omitted or if there has been an inaccuracy. The Education Department will then take appropriate action that may include the issue of a correction or the reissuing of the proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

Responding to the Consultation

110. East Renfrewshire Council invites all interested parties to make written representation on the consultative proposal. Interested parties are encouraged to provide feedback on East Renfrewshire Council's website <https://www.eastrenfrewshire.gov.uk/GMPE> or alternatively consultees can complete and return the consultation response proforma included as appendix D.

111. Written responses regarding the proposal will also be accepted by post. Such responses should be clear about who you are, where you live, why you are interested including your relationship with the affected settings (e.g. parent/ carer of pupil in an affected setting, member of staff at an affected setting, relative of a pupil at an affected setting etc.) and whether or not you agree with the proposal, or have any alternative solutions or comments. Petitions will be treated as a single response.

112. Education Scotland is entitled to copies of all responses received. We would therefore advise that your personal information will be supplied to Education Scotland if they request it. Separately, other interested parties may also seek sight of the responses received and accordingly you should advise if you wish your personal details withheld in respect of these requests.

113. Please send all written representation on the proposal to East Renfrewshire Council no later than midnight on Friday 30 September 2022 via the Council's consultation website, or postal address for hard copies to East Renfrewshire Council, Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY.

114. Education Scotland will be sent details of the consultation responses including issues raised at the public meeting and other relevant documentation. Education Scotland will then prepare and submit a report to the Director of Education within three weeks. In preparing their report Education Scotland may visit the affected schools.

115. The Director of Education will report the results of this consultation exercise including the report submitted by Education Scotland to the Education Committee on 8 December 2022. The consultation report on the results will be available for public inspection at least 3 weeks before that date. The report will be available at all reasonable times at Council Offices at Eastwood Park, and Barrhead Main Street, in the affected school, local library and published on the Council's website.

116. Reasonable requests for alternative forms of consultation papers or response documents will be accommodated wherever possible e.g. audio support or language

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translations. For this support please contact Aileen Vance via email Aileen.Vance@eastrenfrewshire.gov.uk or write to the address in paragraph 113 above.

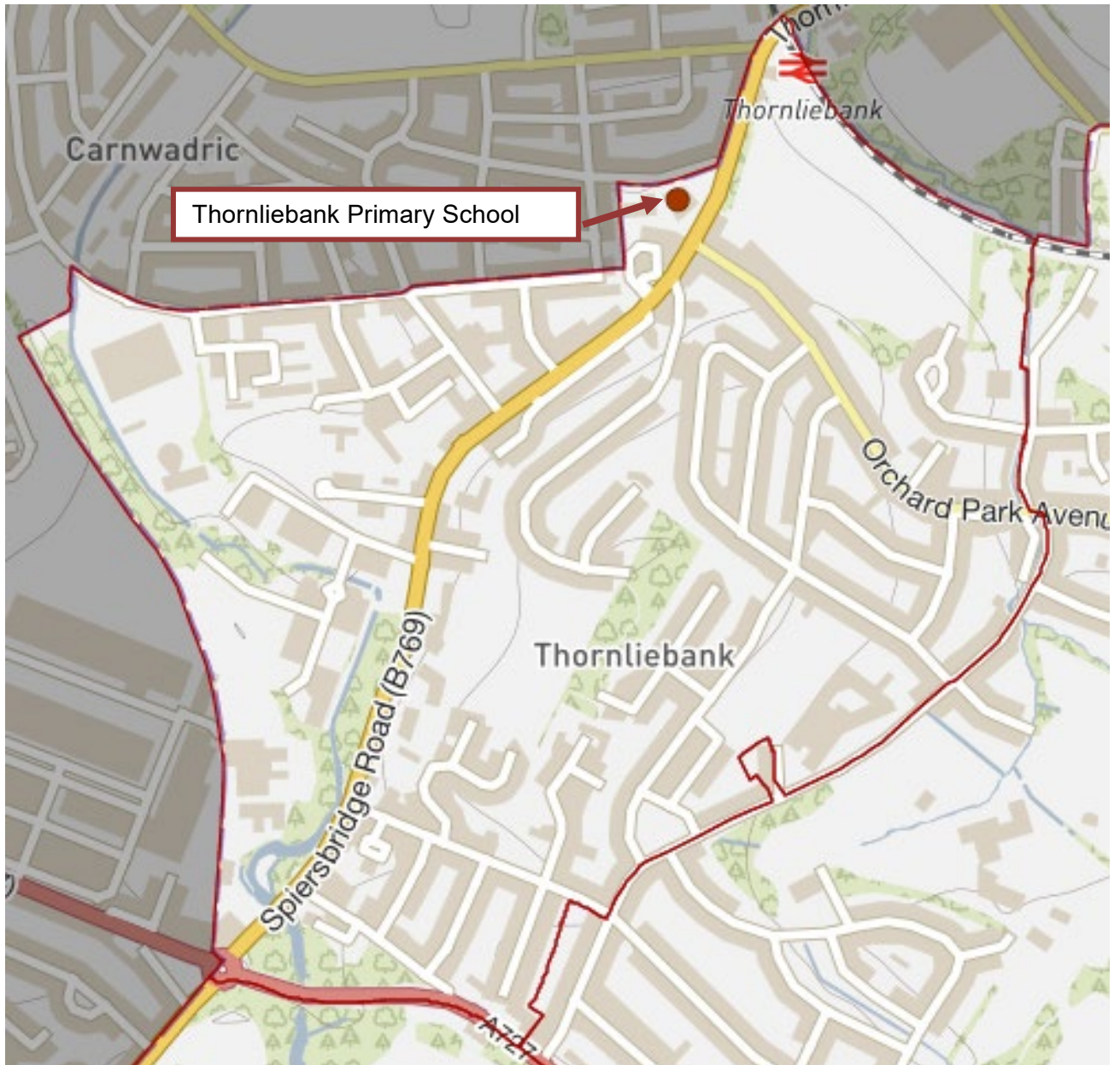
117. The final report and the decision taken by the Education Committee will be made available on the Council's website. Printed copies of the report will be made available on request to anyone who has responded to the consultative document.

Mark Ratter
Director of Education
June 2022

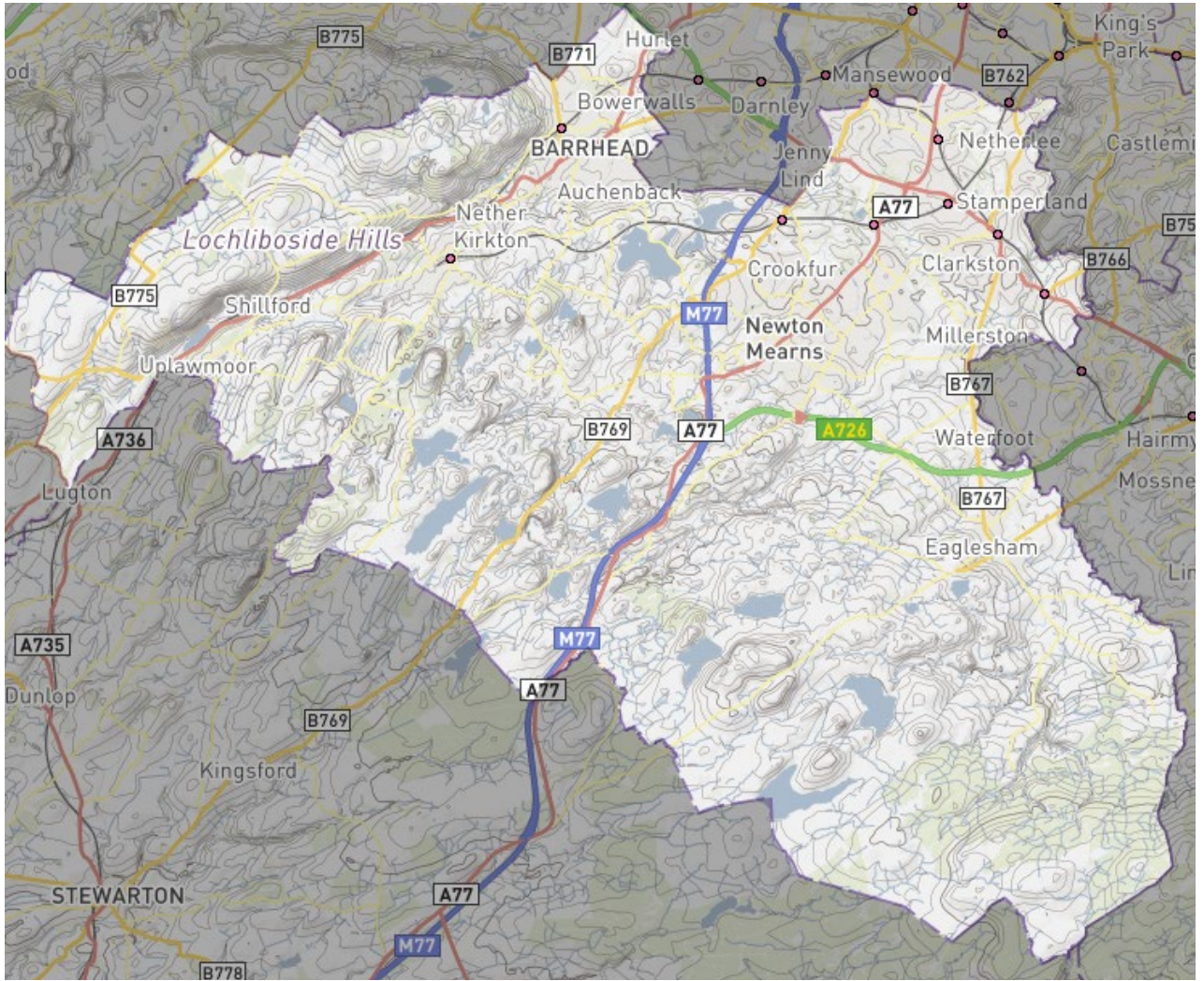
Appendices

- Appendix A – Thornliebank Primary School Location**
- Appendix B – GMPE Assessment Area (Catchment Area)**
- Appendix C – GMPE Full Assessment by East Renfrewshire Council: Education Department**
- Appendix D – Consultation response proforma**

Appendix A: Thornliebank Primary School Location and Catchment Area



Appendix B: Defined GMPE Assessment Area (Catchment Area): Council Boundary



**Assessment Response to a Parental Request for Gaelic
Medium Education (GMPE)**

in

East Renfrewshire Council

16 February 2022

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SECTION 3: Full assessment - consideration of Mandatory Factors

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APPENDICES

- 1. Statutory Response - Bòrd na Gàidhlig,**
- 2. Statutory Response - Comann nam Pàrant**
- 3. Statutory Response - Education Scotland**

SECTION 1

Background

1. The Education (Scotland) Act 2016 places a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and establishes a process by which parents can request Gaelic Medium Primary Education (GMPE) from their education authority.
2. Gaelic Medium Primary Education (GMPE) takes the form of immersion, i.e. children experience all their learning in the early years of primary school (Pr. 1 - 3) through the Gaelic language. Thereafter, immersion continues but in Pr. 4 – 7 English is introduced, while Gaelic remains the predominant language of the classroom.
3. At present East Renfrewshire Council does not make such a provision but supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
4. [Statutory guidance¹⁴](#), issued by the Bòrd na Gàidhlig came into force on 1 February 2017, Part 1 of which sets out the steps education authorities must take to assess demand on receipt of a request for GME.
5. Under the legislation and statutory guidance parents of children under school age, and who have not yet started to attend a primary school, have the right to request an assessment of the need for GMPE from the education authority in which the family resides. Any request must also set out or be accompanied by evidence of demand for GMPE from parents of other children resident in the same education authority area and who will commence primary school in the same year group as the specified child. An initial assessment should be completed within a 6 week window; a full assessment allows 10 weeks for the local authority to undertake and report on the exercise.
6. When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE referred to as a 'GMPE assessment area'.
7. The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand in the GMPE assessment area from the parents of at least five children who are resident in the GMPE assessment area and who are all in the same pre-school year group; the specified child should be counted in this total.

SECTION 2

Initial Assessment

8. On 27 October 2021 the department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child, known as the 'lead child', who is due to start primary school in August 2023.

¹⁴ <https://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>

9. Where any education authority determines that there is a potential need for GMPE in the GMPE assessment area, it has two possible options, it can:
- carry out a full assessment of the need for GMPE in the GMPE assessment area; or
 - without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.
10. Following initial assessment of demand (as detailed in paragraphs 18 to 24), the department decided to carry out a full assessment of the need for GMPE. The statutory guidance requires that *'when carrying out a full assessment an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so'*.
11. The department has written to all parents whose names were provided as part of the initial request to indicate that we are carrying out a full assessment. We have also posted the outcome of the initial assessment on the Council's website as per the statutory guidance.

SECTION 3

Full assessment - consideration of Mandatory Factors

12. When carrying out a full assessment, an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.
13. The mandatory factors considered included:
- Views provided by statutory consultees
 - Initial assessment information in relation to demand
 - Existing GMPE provision in adjacent authorities and the availability of access
 - Access to GMPE in East Renfrewshire from children in other Local Authorities
 - Accommodation
 - Costs
 - Teachers – including potential availability within East Renfrewshire and the potential to recruit
 - The East Renfrewshire Gaelic Language Plan.

Views provided by statutory consultees

14. It is required that when undertaking a full assessment the views of statutory consultees be sought and their response taken in to account. The department requested the views of Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and The National Parent Forum of Scotland on Thursday 16th December 2021.
15. As per the full assessment protocol Education Scotland, Bòrd na Gàidhlig and Comann nam Pàrant all responded within four weeks of notification. It is not a statutory duty placed

upon The National Parent Forum of Scotland or Comann nam Pàrant to respond. All responses received from the statutory consultees were in favour of establishing GMPE in East Renfrewshire Council.

THE VIEWS EXPRESSED: MAIN POINTS

16. The following is a summary of the main points arising from the written responses submitted by the statutory respondents.

Bòrd na Gàidhlig

- that there is a need for GMPE within East Renfrewshire from the commencement of Session 2023-24;
- that a Local Authority with a single GMPE service should deliver the service for all residents of the Local Authority;
- the Local Authority reviews provision of GMPE in the context of ultimately providing a 3-18 Gaelic Medium Education (GME) service for residents of East Renfrewshire; and,
- indicated that they would provide professional advice and support regarding possible staffing structures and recruitment processes.

Comann nam Pàrant

- the initial assessment has clearly identified the need for GMPE in East Renfrewshire;
- agree with the decision to designate the whole authority area as the GMPE assessment area;
- when deciding on location of provision the residency of families who have requested GMPE must be taken into consideration; and,
- once provision is established that demand will increase for Gaelic medium education in East Renfrewshire.

Education Scotland

- agree that there is sufficient demand for establishing Gaelic Medium Primary Education from 2023;
- parents should be consulted on the best available location of the proposed Gaelic Medium Education service;
- indicated that the education authority should strategically plan towards a 3-18 continuum of learning that overtakes all the statutory requirements of Gaelic Medium Education; and,
- the education authority should be clear, in consulting with parents, of their preferred future delivery model of high-quality immersion in East Renfrewshire Council.

17. A copy of all responses can be found as part of the appendix of this document.

Initial assessment information in relation to demand

18. As detailed in paragraph 8, the department received a request on 27 October from a parent resident seeking an assessment of the demand for GMPE. Included in the request were the names of a further 13 children across a range of year groups, whose parents had expressed an interest in GMPE for their children.

19. The department wrote to each parent included in the request for assessment, inviting them to complete a proforma confirming their wish for GMPE for their child. Given the

Council's small geographical area, the designated GMPE assessment area was defined as the whole of the geographical area of East Renfrewshire.

20. The department received 11 positive responses, including that of the lead child, by the deadline of 8 December 2021. The breakdown of numbers for each year group is detailed in table 1 below.

Table 1

Year Group P1 Starting	Number of Positive Responses
2023 - 24	5
2024 - 25	2
2025 - 26	3
2026 - 27	1

21. As such the threshold of five children in any one year group is met.
22. At the time of assessment there was no request for provision prior to August 2023.
23. In April 2017, the Education Department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child. After carrying out the initial assessment, the department concluded that there was not the potential need for GMPE as the threshold for a full assessment had not been met. As a result no further action was taken.
24. The demand for 2023-24 is higher than the previous request in 2017 and above the current existing demand i.e. around 2 per stage.

Existing GMPE provision in adjacent authorities and the availability of access

25. As detailed in paragraph 3, presently East Renfrewshire Council does not make GMPE provision available within the local authority area, however the Council supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
26. The department is not aware of any placing requests being refused in recent years, however our statutory consultees (Bòrd na Gàidhlig, Comann nam Pàrant and Education Scotland) as part of this process highlighted the limited capacity of a neighbouring authority and the likelihood of future placing requests being refused.
27. The number of children accessing GMPE in neighbouring local authorities has remained consistent over the past few years with 1 or 2 parents per year making successful placing requests to either Glasgow City Council or South Lanarkshire Council.
28. At the present time 8 children are accessing GMPE in the aforementioned neighbouring local authorities. Five children in Glasgow City Council and 3 children in South Lanarkshire Council.
29. In addition, 7 children access secondary Gaelic Education at Glasgow Gaelic Secondary School. With 2 pupils in S1, 4 pupils in S2, 5 pupils in S3 and 1 pupil in S6.

Access to GMPE in East Renfrewshire from children in other Local Authorities

30. As noted in paragraph 3 this is not currently available. The Education Department would require to update the current admission arrangements to take full account of any new provision.

Accommodation

31. The Education Department must consider and identify an appropriate location for the delivery of GMPE.
32. Given that the catchment area for GMPE has been identified as the Council's boundary, this means that any current establishment identified as being most appropriate for the delivery of GMPE will be required to accommodate pupils from across the Council area, in accordance with relevant legislation.
33. Application for a place in a Gaelic service will be managed via the Council's placing request process.
34. In order to ensure an appropriate learning environment, and to ensure immersive Gaelic education across the P1-P3 stages, amendments will be required to an identified school facility. This will in effect create a separate provision within the school, having a separate entrance and signage, but with shared access to communal areas such as dining and physical education facilities.
35. On the basis of the number of families who have indicated a desire for their child(ren) to be educated in a GMPE facility, initially the provision for GMPE will require a small number of learning spaces. Consequently it is very likely that the class composition for GMPE will be structured on the basis of multi-stage composite classes; this is where children from across several stages are educated by the same teacher and a support assistant within a single learning space.
36. It has been suggested by the statutory consultee Comann nam Pàrant that once established, demand will continue or increase in future years for Gaelic Medium Education in East Renfrewshire, therefore any potential provision for GMPE, must give consideration to the ability to increase the number of learning and teaching spaces, as required.
37. Across the current school estate there is only a small number of current facilities which have the capacity to support the introduction of Gaelic provision.

Costs

38. There will be capital costs associated with amendments to a current school building as well as additional physical resources such as tables and chairs and IT equipment. From early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, it is likely that a significant capital funding contribution from the Scottish Government will be available to the Council to develop the Gaelic school in these matters.
39. Initially, it is anticipated that the school will require the recruitment and employment of an additional fluent Gaelic speaking teacher and a Gaelic speaking pupil support assistant (PSA). There may be further job sizing considerations required given the expectation of additional management duties for the Head Teacher. These additional roles will result in additional revenue pressure for the Council however some of this may be offset by a Scottish Government Specific Grant for Gaelic education. As the demand for GMPE grows the costs per capita may reduce to be in line with the cost of current primary provision as the number of children attending the provision increases.

40. In order to prepare the school for the introduction of GMPE, staffing resource will be required to support the development of the Gaelic curriculum, learning teaching and assessment materials. This role will further support other actions such as: looking outwards to identify and learn from existing good GMPE practice elsewhere; communicate effectively with parents, families and other stakeholders as the provision is developed; and support newly appointed teaching and PSA staff with pedagogy and curriculum development. It is possible that the majority of the revenue costs associated with this post will be met by Scottish Government funding.
41. Currently most of the revenue costs of transporting children each day to and from Gaelic provision in other local authorities (Glasgow and South Lanarkshire) are funded by Scottish Government, with the Council meeting the remainder of the costs.
42. There is potential, if Gaelic provision was established in East Renfrewshire, that some of the children who may attend and who live within a 2 mile radius of the provision, would not require to be transported to and from school each day. Furthermore, for children who reside out with the 2 miles radius but who are East Renfrewshire residents, there could possibly be greater degree of flexibility in providing transport, as well as the distance required to travel. Consequently it is likely that transport costs which the Council currently meets will reduce over time and the experience for children will be improved; the Council will continue to seek funding for transportation costs for East Renfrewshire children to be transported to and from the facility.

Teachers

43. At present no information exists relating to the number of East Renfrewshire Council employees who can speak, read, write or understand Gaelic. An action within our Gaelic Language Plan 2017 – 2022 is to audit and monitor this. A new HR and Payroll system was planned to help with this action, unfortunately there have been a number of delays in the implementation of this new system, therefore the data on the number of employees who are Gaelic speakers is not available at this time however this action will be overtaken in the lifetime of the Gaelic Language Plan.
44. East Renfrewshire contacted the General Teaching Council Scotland to request information on the number of existing East Renfrewshire teaching staff who are registered as Gaelic Teachers. This information is not yet available to the Education Department.
45. It is an assumption at this stage that at a minimum, a suitably qualified Gaelic speaking teacher would be required to establish GMPE provision from August 2023.
46. Any recruitment would be through the Council's existing recruitment process, with support sought from Bòrd na Gàidhlig to guarantee a successful outcome.

The East Renfrewshire Gaelic Language Plan.

47. All public authorities in Scotland are required to have a Gaelic Language Plan under Section 3 of the Gaelic Language (Scotland) Act 2005. East Renfrewshire's current plan was approved in 2018 and is due to be renewed by 2023.
48. The Gaelic Language Plan sets out the Council's commitment to promote the Gaelic language in line with the National Gaelic Language Plan. The National Gaelic Language Plan 2018-23 sets out three priorities:

- Increasing the use of Gaelic
- Increasing the learning of Gaelic
- Promoting a positive image of Gaelic.

49. In terms of the learning of Gaelic in East Renfrewshire education establishments, the Council has committed within its Gaelic Language Plan to:

- assess any requests for GME and determine the need for appropriate provision in line with the statutory guidance
- actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres.

SECTION 5

Conclusion

50. Having carried out an initial and full assessment, the Education Department is clear that there is demand, as defined by the statutory guidance, for GMPE within East Renfrewshire Council from school session 2023 / 2024.
51. It is agreed by the statutory respondents that the whole of East Renfrewshire Council should be identified as the geographical assessment area.
52. There is a need to establish admission arrangements for any new provision within East Renfrewshire Council.
53. There is limited capacity for East Renfrewshire residents to access GMPE in neighbouring local authorities.
54. Recruitment of suitably qualified staff to any future GMPE provision is paramount to successful introduction.
55. There should be consideration to the continuum of learning for children by planning towards 3 – 18 provision.

SECTION 6

Education Department Recommendation

56. To take forward a learning provision for Gaelic Medium Primary Education for the beginning of school session 2023 / 2024.

SECTION 7: Next Steps

57. The Education Department will:
- Identify available locations for GMPE and carry out a consultation with key stakeholders.
 - Develop a model of delivery for GMPE which is attractive, promotes the benefits of bilingualism and encourages children and families to attend.
 - Consult on admission arrangements for the new provision.
 - Continue to promote and share the successes of Gaelic Medium Education within Scottish education.
 - Work in partnership with Bòrd na Gàidhlig to recruit required staff.

APPENDICES

**Comann Nam Pàrant Response to Full Assessment
 Education (Scotland) Act 2016
 Requested by East Renfrewshire Council**

The information provided by the local authority relating to the request

Statutory Guidance is that, at the stage of full assessment, statutory consultees should be given details of the request. The information we received on the request had no detail other than that the request was for Gaelic Medium Primary Education (GMPE) from August 2023.

The Initial Assessment

Statutory Guidance is that statutory consultees should be given details of “any information which the education authority was required to take into account during the initial assessment about the demand for GMPE in the GMPE assessment area.”

The information on the initial assessment given to consultees was as follows, “In response to this request, an initial assessment was undertaken in November with the Education Department contacting the parent who made the request and those families who supported the request to determine demand and identify the child’s school year group.”

We have not been given any information on other factors listed in Statutory Guidance (1.28 and 1.29) to which an education authority must consider as part of the initial assessment so are unable to comment on these factors.

The Potential need for GMPE in East Renfrewshire

It is the opinion of Comann nam Pàrant that the initial assessment has clearly identified the need for GMPE in East Renfrewshire.

Location of provision

We agree with the decision to designate the whole authority area as the GMPE assessment area. However, when deciding on location of provision the residency of families who have requested GMPE must be taken into consideration. A local authority has an obligation to promote and support GME and provision which is accessible and attractive to families will make it easier for the authority to fulfil this obligation and achieve growth in GME. Given the large area and poor road infrastructure in more rural parts of East Renfrewshire, provision should be centrally located. Gaelic medium education is based on a 3-18 curriculum, and we recommend that the local authority consult with parents to establish a cohesive 3-18 structure for GME.

Information relating to the demand for GMPE in the area of the authority from parents of children who are under school age and have not commenced attendance at a primary school

Since the request was submitted Comann nam Pàrant have identified a further 5 children whose parents are interested in GMPE. This response from families is the result of minimal promotion via our social media and it is likely that if the local authority were to undertake a more robust assessment of demand that more families would be identified.

The extent to which children resident in the area of an education authority adjacent to the area of the education authority in question could access GMPE in the GMPE assessment area

Families from East Renfrewshire have been able for many years to access Gaelic medium education by submitting a placing request to Glasgow City Council. Due to oversubscription within Glasgow, this is no longer an option but if provision is established, to help meet the continuing high demand in Glasgow, it would be reasonable if families from Glasgow could access provision in East Renfrewshire if places were available.



The extent to which children resident in the GMPE assessment area could access GMPE in the area of an adjacent education authority

The two adjacent authorities to East Renfrewshire with GME provision are Glasgow and South Lanarkshire. Due to oversubscription for GME within Glasgow this is longer an option for families from East Renfrewshire. South Lanarkshire is the only other option, and this will be discounted by most parents for the following reasons:

- Distance and travel time – one parent with a child currently attending provision in South Lanarkshire has said her daughter’s travel time can be over 1.5 hours per day. Many parents would not regard this length of travel time as acceptable.
- Geography –working parents most probably travel to work in the opposite direction from South Lanarkshire, meaning that in an emergency they would be even further away from their child.
- Transport is not provided for after-school activities, so opportunities are limited for pupils to engage in these extra-curricular activities.

Conclusion

East Renfrewshire’s current Gaelic Language Plan includes a commitment to “actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres.” This parental request for GMPE, and subsequent finding on initial assessment that there is potential demand for GMPE in the local authority area, provides an opportunity for the council to fulfil this commitment in their Gaelic plan by making provision for Gaelic medium education within the authority.

We have no doubt that once provision is established that demand will increase for Gaelic medium education in East Renfrewshire. We would be happy to work with East Renfrewshire Council in further promotion of provision to families.

We look forward to seeing provision established in 2023, or in 2022 if the council finds that there is demand for the start of the next school year.

M Wentworth
Comann nam Pàrant (Nàiseanta)
13.01.2022



Education (Scotland) Act 2016

Report by HM Inspectors of Schools to give an independent view of the determination for East Renfrewshire Council to establish Gaelic Medium Primary Education from August 2023, unless it would be unreasonable to do so. East Renfrewshire Council has designated the assessment area for which, it will assess the need for Gaelic Medium Primary Education, as the whole of the council.

January 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Schools (HM Inspectors) in accordance with the terms of the [Education \(Scotland\) Act 2016](#) (the 2016 Act). The purpose of the report is to provide an independent and impartial view of the determination to establish Gaelic Medium Primary Education in East Renfrewshire Council from August 2023. This is based on a request received by the education authority from parents of children under section 7 of the 2016 Act. The request is, as required, from parents of children under school age, whose children have not yet started to attend a primary school. The education authority has designated the whole council as the assessment area for which it will assess the need for Gaelic Medium Primary Education.

1.2 Section 2 of this report sets out brief details of the assessment process and HM inspectors' views on the determination for the education authority to establish Gaelic Medium Primary Education. This is in accordance with Section 12 and 13 of the 2016 Act. This section sets out HM Inspectors' consideration of:

- the details received from the council on the parental request;
- other information received from the education authority that they, as required, took into account during the initial assessment about the demand for Gaelic Medium Primary Education;
- HM Inspectors of Education's national expertise to comment on the potential need for and possibility of securing Gaelic Medium Primary Education in the designated assessment area. This national expertise draws on the wider parental, Gaelic and educational context in Scotland; and
- mandatory factors that must be considered by the education authority in its determination of the potential need for Gaelic Medium Primary Education. This is in accordance with section 1.52 of the Statutory Guidance on Gaelic Education 2017.

1.3 Section 3 of this report summarises HM Inspectors' overall view of the need to establish Gaelic Medium Primary Education. Upon receipt of this report, the 2016 Act requires the education authority to have regard to it in preparing their report on the determination to establish Gaelic Medium Primary Education. The education authority's report must include an explanation of how it has complied with its duty to secure the provision of Gaelic Medium Primary Education, unless it would be unreasonable to do so.

1.4 The education authority must publish its final report no later than ten weeks after deciding to carry out a full assessment. HM Inspectors will publish our report on our website at the same time as the education authority is publishing their final report.

1.5 In preparing this report, HM Inspectors undertook the following activities:

- synthesis of all relevant documentation provided by the education authority in relation to the proposal;
- discussion with the local authority and relevant consultees; and
- review of the council's Gaelic Language Plan and other planning processes.

2. Assessment process and HM Inspectors' determination on establishing Gaelic Medium Primary Education

2.1 East Renfrewshire Council sent notification to HM Inspectors on 16 December 2021 that they had received a parental request for an assessment of the need for Gaelic Medium Primary Education. This request is for Gaelic Medium Primary Education to be established within the education authority from August 2023. The education authority advised HM Inspectors that they

had undertaken an initial assessment of this request in November 2021. This evidenced that there is a demand for Gaelic Medium Primary Education. HM Inspectors agree that there is sufficient demand for establishing Gaelic Medium Primary Education from 2023. We therefore strongly recommend that the education authority proceed with establishing Gaelic Medium Primary Education in 2023. In our discussions with the education authority, they shared with us some of their initial positive planning towards a full assessment. We agreed with the education authority that their future approach is taken forward in strong collaboration with parents as part of a planned, strategic approach to developing progressive Gaelic Medium Education.

2.2 The information provided by the education authority shows parental interest in enrolling their children in Gaelic Medium Primary Education from 2023 and up to 2026. The education authority should continue to take forward its statutory duty to promote Gaelic Medium Education with the wider parental body as required by the 2016 Act. The availability of Gaelic Medium Education within the local authority would reduce the existing need for children to travel to a neighbouring authority for this option in Scottish education. This would make Gaelic Medium Education more attractive and could increase further the demand for Gaelic Medium Primary Education. The education authority should continue to promote and share the successes of Gaelic Medium Education within Scottish education. This promotion should include the resultant benefits of bilingualism and how being a speaker of Gaelic is part of Scotland's identity, culture and heritage.

2.3 The education authority has a statutory Gaelic Language Plan, 2017-22. This has a supportive statement about making available Gaelic Medium and Learner Education to pupils within the education authority. The Gaelic Language Plan gives a commitment to "actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres. We will ensure access to information about East Renfrewshire Council's Gaelic educational provision is available to parents and the public. We will give consideration to the inclusion of Gaelic within our 1+2 Languages strategy as part of our ongoing monitoring and evaluation of this strategy." The education authority's initial assessment of parental demand for Gaelic Medium Primary Education identifies sufficient demand to now set up local provision. This also offers the education authority an opportunity to show further impact towards achieving statutory national targets for Gaelic. Additionally, it improves all young people's access to local-based Gaelic Medium Education in pursuit of excellence, equity and equality in Scottish education.

2.4 The education authority has designated the whole of the council for the assessment area, for which it will assess the need for Gaelic Medium Primary Education. HM Inspectors are of the view that parents should be consulted on the best available location of the proposed Gaelic Medium Education service. This should make Gaelic Medium Education an attractive option that attracts year-on-year growth in enrolments. In 2017, Bòrd na Gàidhlig published Statutory Guidance on Gaelic Education asking that catchment areas, placing guidelines, and guidelines on enrolment and admissions be established for Gaelic Medium Education. The education authority should take forward these duties to enable equal and equitable access to Gaelic Medium Education. They should have a clear policy on how they will support equity through the provision of free transport to their Gaelic Medium Education provision. This is particularly pertinent should there only be one Gaelic Medium provision within the education authority. It would be important for the education authority to complete Equality and Human Rights Impact Assessments.

2.5 The education authority is aware of the high-quality and distinctive approaches to Gaelic Medium Education detailed in the [Statutory Guidance on Gaelic Education, 2017](#), and best practice identified through inspections. The education authority should strategically plan towards a 3-18 continuum of learning that overtakes all the statutory requirements of Gaelic Medium Education. It would be well-judged to plan also for three to five early learning and childcare to

reduce any potential equity gap, raise attainment and enable children to access the curriculum from aged three. In taking this forward, the education authority may benefit from receipt of dedicated funding from Scottish Government. They may also benefit from Bòrd na Gàidhlig's support in setting up a provision, which includes appropriate staffing. It is recognised that the children who would enrol in Gaelic Medium Primary Education in 2023 will not necessarily benefit from early learning and childcare through total immersion.

2.6 The education authority's Gaelic Language Plan, 2017-2022 states that East Renfrewshire Council uses the Gaelic Medium Education services of two neighbouring education authorities to satisfy parental demand. These education authorities use two different delivery models for Gaelic Medium Education. One model delivers through total immersion in all Gaelic schools. The other model delivers through total immersion in dual medium schools, with learning through Gaelic and English occurring in the same school under the leadership of the one headteacher. The education authority should be clear, in consulting with parents, of their preferred future delivery model of high-quality immersion in East Renfrewshire Council.

2.7 One of the mandatory factors to be considered in full assessments is existing Gaelic Medium Primary Education provision. HM Inspectors, in taking forward duties for the Schools (Consultation) (Scotland) Act 2010, have reported on the growing demand for Gaelic Medium Education in Glasgow City Council. This has led to Glasgow City Council advising that they no longer can provide Gaelic Medium Education services to those out with their own authority. This is a further consideration for the education authority in meeting their statutory duty to provide Gaelic Medium Education.

3. Summary

3.1 HM Inspectors have assessed and commented on East Renfrewshire Council's determination of the potential need for securing Gaelic Medium Primary Education within the education authority from August 2023. We have drawn on our national expertise to comment on the potential need and possibility of securing Gaelic Medium Primary Education. This has taken account of the wider parental, Gaelic and educational context in Scotland. HM Inspectors are of the view that Gaelic Medium Primary Education needs to be set up in East Renfrewshire Council from August 2023. This will support the education authority's ambition to advance excellence and equity for all learners. We have summarised our views on a number of mandatory factors for the education authority to consider for successful implementation of Gaelic Medium Education.

HM Inspectors
January 2022



Bòrd na Gàidhlig Response to Full Assessment on the Provision of Gaelic Medium Primary Education

Local Authority: East Renfrewshire

Date: 13th January 2022

Introduction.

Bòrd na Gàidhlig notes the following:

1. East Renfrewshire Council received a request from parents within the Local Authority seeking Gaelic Medium Primary Education (GMPE) commencing in the Session 2023-24 and that the threshold of 5 children had been reached for this request.
2. Following an initial assessment, the Local Authority proceeded to a Full Assessment (Sections 12 and 13 of the Education Act 2016). The Full Assessment has been initiated because the Local Authority has determined there is a potential need for GMPE following the initial assessment.
3. The views of Bòrd na Gàidhlig were sought by the Local Authority in a letter dated 16th December 2021 and a meeting between the Director of Education and other senior education officials in East Renfrewshire and the Director of Gaelic Education and the Education Manager at Bòrd na Gàidhlig took place on the 12th of January 2022.

Response from Bòrd na Gàidhlig.

In accordance with the Statutory Guidance on Gaelic Education Sections 1.49 and 1.50 the Bòrd is of the view that there is a need for GMPE within East Renfrewshire from the commencement of Session 2023-24.

The principal reason for this is that the 5-child threshold has been met and that there is evidence of parents from East Renfrewshire seeking GMPE in previous sessions through placing requests to GMPE services in adjacent Local Authorities and that there is furthermore evidence of additional demand in sessions after 2023-24.

We also note the current oversubscription to GMPE services in Glasgow and the likelihood that placing requests from out with Glasgow will not be successful.

In our discussions on the 12th of January 2022 with the Director of Education and Education Senior Management Team members in East Renfrewshire, we note the following in the context of Section 1.52 of the Statutory Guidance on Gaelic Education:

- a) As part of the current review, the Local Authority is proposing that any resultant GMPE area is determined as being the whole of the Local Authority. Bòrd na Gàidhlig firmly supports this view. It is the view of Bòrd na Gàidhlig that a Local Authority with a single GMPE service should deliver the service for all residents of the Local Authority.



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- b) The Local Authority are currently reviewing potential sites for a GMPE service and would propose that, should GMPE provision be agreed, a public consultation will take place on the GMPE catchment.

Bòrd na Gàidhlig agrees with this course of action. The Bòrd recommends that the Local Authority reviews provision of GMPE in the context of ultimately providing a 3-18 Gaelic Medium Education (GME) service for residents of East Renfrewshire. This would entail therefore reflection on providing GME Early Years and Secondary provision at a future point. Bòrd na Gàidhlig is happy to provide professional advice and support for future strategic planning concerning a GME 3-18 service within East Renfrewshire.

- c) The Bòrd commends the Local Authority for its initial review of the potential for accessing funding support from the Specific Grant Scheme and Gaelic Education Capital Fund operated by the Scottish Government.
- d) In the meeting between East Renfrewshire Education officials and the Education Team at Bòrd na Gàidhlig on the 12th of January 2022 discussion to place regarding staffing. Despite the challenges in recruiting GMPE staffing due to the rising demand for these services across Scotland, the Bòrd is of the view that assigning and/or recruiting staff should be possible. The Bòrd Education team will be happy to provide professional advice and support regarding possible staffing structures and recruitment processes.
- e) The Bòrd notes that the Local Authority has a Gaelic Language Plan in place with the current edition detailing a set of actions for the period 2017-2022.

It is the view of Bòrd na Gàidhlig that delivery of GMPE will build on actions already undertaken within the current edition of the Gaelic Language Plan.

The Planning Team and Education Team at Bòrd na Gàidhlig will be happy to provide additional professional advice and support on the next edition of the Gaelic Language Plan for East Renfrewshire. The provision of GMPE within the Local Authority provides a focus for reflection on current progress and a vision for future development.

Additional Comments:

Following our discussions on the 12th of January 2022 with the Director of Education and Education Senior Management Team members in East Renfrewshire we note the following additional information:

- 1) In the context of the Statutory Guidance on Gaelic Education Bòrd na Gàidhlig has been working with several Local Authorities on promoting existing or potential GMPE service in the session 2021-22. In this regard local advertising of the benefits of GME has been commissioned by Bòrd na Gàidhlig and online Public Meetings hosted by the Bòrd and Local Authority Education staff have taken place. Bòrd na Gàidhlig will be happy to work with East Renfrewshire Council to provide similar support.
- 2) When other Local Authorities have set up GMPE services, the Education Team at Bòrd na Gàidhlig have provided tailored support for the Local Authority, GMPE staff, collocated English Medium staffing, parents and the local community. Bòrd na Gàidhlig will be happy to develop a tailored support program for the delivery of GMPE services in East Renfrewshire.
- 3) Should the Local Authority seek additional information or support regarding any aspect of the provision of GMPE within East Renfrewshire, Bòrd na Gàidhlig will be happy to arrange to meet to ascertain whether additional support could be provided.



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In the first instance please contact the Director of Gaelic Education whose details are noted below.

We look forward to working with East Renfrewshire Council in developing a new GMPE Service for residents of the Local Authority which will enrich and augment the Educational Provision already being delivered by the Authority.

Deagh dhùrachdan,

Shona MacLennan

Shona MacLennan
Ceannard, Bòrd na Gàidhlig.
E: shona@gaidhlig.scot

Jim Whannel
Director of Gaelic Education
E: seumas@gaidhlig.scot



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EAST RENFREWSHIRE COUNCIL : EDUCATION DEPARTMENT

**THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION
AT THORNLIBANK PRIMARY SCHOOL
FROM AUGUST 2023 AND BEYOND**

FORM FOR YOUR RESPONSE

Please provide information to all sections. Should you not wish to specify some of the details in the ABOUT YOU section, we will still take your response into account.

ABOUT YOUName: Address: Post Code

- Tick the box if we should keep your name and address confidential

Please select all that apply and complete as appropriate:

- I am a Parent/Carer of a child/ children attending an *affected school(s)* as noted below.
(Carer means the responsible adult with whom the young person lives)

 Thornliebank PS

Thornliebank PS Nursery Class

 Braidbar PS Nursery Class

Giffnock PS Nursery Class

 Glenwood Family Centre

- My child/ children reside(s) in the delineated catchment area of the school or early learning and childcare community of the establishments above

Name(s) of my child(ren):

- I am a pupil at

- I am a member of staff at

- I am responding on behalf of a group or organisation.

Name of group/organisation

- I am related to a young person attending any of the *affected establishments*

- I provide care to a young person attending any of the *affected establishments*

- I reside within East Renfrewshire

- Other *(please specify)*

WHAT YOU THINK (*tick only one box*)

- I agree with the proposal.
- I do not agree with the proposal.

PLEASE WRITE YOUR REASON(S)/ COMMENTS BELOW

The reason(s) I have for reaching my decision is/are:

Any other additional comment:

Signed

Send your reply to East Renfrewshire Council, via the online consultation website or post to Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY, no later than midnight **Tuesday 30 September 2022.**