

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE17 November 2022Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK**PURPOSE**

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

RECOMMENDATION

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

BACKGROUND.

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. Initially based on 4 key priorities the [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022](#) which was published in December 2021 now includes 5 priorities. As this report details the progress made in school session 2021 – 2022 it focuses on the original 4 priorities:

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

4. The department's [Local Improvement Plan 2022 – 2025](#) took cognisance of the changes to priorities and as such has taken forward and will report, as part of next year's report, on progress aligned to the 5th priority:

- Placing the human rights and needs of every child and young person at the centre of education

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

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

7. Education Committee will also be aware of the department's Strategic Equity Fund Plan (SEF). The plan is designed to tackle inequity and inequalities in educational outcomes and places an emphasis on wellbeing, literacy and numeracy and learning and teaching, along with putting the needs and circumstances of the individual learner at the centre.

8. The annual Standards and Quality Report provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

9. Given the continued challenges presented by the global Covid-19 pandemic this year, Local Authorities were not required to report to the Scottish Government on themes detailed above in paragraph 7, however high level, evidence based internal quality assurance by our schools and the department has allowed us to report on the continuous improvement in East Renfrewshire and evaluate the impact of our commitment to supporting children, families and school community as we recover and renew. A copy of the ERC summary based on the Scottish Government template from previous years is attached as Appendix 1.

REPORT

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

11. Evidence for the report (Appendix 1) is gathered annually through a range of activities designed to provide support and challenge to schools and centres. As a result of the COVID-19 pandemic, evidence for the 2021-22 report was limited to the following sources:

- performance and questionnaire data
- reports on schools and nurseries from the Quality Improvement Team;
- thematic reviews by Education Scotland
- reports on Early Learning and Childcare Centres by Care Inspectorate Scotland
- school and service improvement plans and Standards and Quality Reports
- SGS Customer Service Excellence review (CSE)

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

13. A high level summary of the progress in East Renfrewshire with the four national priorities set out in the NIF is included as Appendix 1. The impact of the Covid-19 global pandemic has continued to curtail the progress for a significant number of our children, however there have been many strengths over the past year, including:

- Staff across the local authority engaged in moderation activity with colleagues in February 2022 where assessment evidence was moderated. Of the learner evidence moderated, 83% overall was agreed to have met the intended outcomes. In the special sector 100% of evidence moderated was agreed to have met the intended outcomes;
- The levels of attainment of East Renfrewshire pupils at S4 to S6 has continued to be high over the past 5 years. The Council's performance in almost all cases consistently significantly outperforms its virtual and regional comparators' levels of attainment;
- A range of professional learning opportunities and resources offered by the Educational Psychology Service supported schools to respond effectively to social and emotional concerns and maximise the attendance of more vulnerable individuals;
- In 2021 97.4% of leavers were in a positive destination, the second highest result to date; and
- 97% of ERC 16-19 year olds were participating (Annual Participation Measure), well above the national figure of 92.4%% and the highest result for mainland LAs.

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

- The planned review, update and implementation of the ERC Leadership Strategy;
- The relentless focus of supporting schools to adapt their curriculum to reflect the loss of learning due to school closures and the delivery of new experiences to assess and address gaps in children's progress both in the broad general education and senior phase;
- The planned review, update and implementation of new Literacy and Numeracy and Mathematics strategies and associated professional learning to improve further the quality of the learning, teaching and assessment in these key areas; and,
- The rigorous processes in place to track, monitor and report on progress, including analysing, benchmarking and sharing best practice across the West Partnership and Scotland.

15. The introduction of Strategic Equity Funding in East Renfrewshire, will enable further opportunities for the department and schools to explore how we continue to support our children and young people with their wellbeing and learning.

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

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

COLLABORATION

18. The Education Department works with a range of partners to drive Excellence and Equity and fulfil the requirements as set out in the National Improvement Framework. These partners are detailed in appendix 1 and include Education Scotland, Association of Directors of Education, Skills Development Scotland and East Renfrewshire's Work Eastren and Health and Social Care Partnership.

RECOMMENDATION

19. Education Committee is asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

Mark Ratter
Director of Education
17 November 2022

Convener Contact Details

Councillor Anderson, Convener for Education and Equalities
Tel: 07341 640 825
Tel: 0141 577 3107
andrew.anderson@eastrenfrewshire.gov.uk

Report Authors

Kathleen McGuire, Quality Improvement Manager
Tel: 0141 577 3865
Kathleen.McGuire@eastrenfrewshire.gov.uk

Janice Collins, Head of Education Services (Quality Improvement)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Background Papers

National Improvement Framework:
<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/>

Education Department Local Improvement Plan 2022 – 2025:
https://www.eastrenfrewshire.gov.uk/media/7608/Local-improvement-plan-2022-25/pdf/Local_Improvement_Plan_2022-25_ONLINE.pdf?m=637860652095830000

Improving Outcomes Through Scottish Attainment Challenge Funding (East Renfrewshire Strategic Equity Plan 2022 – 2026):
https://www.eastrenfrewshire.gov.uk/media/8071/Education-Committee-item-06-25-August-2022/pdf/Education_Committee_item_06_-_25_August_2022.pdf?m=637965095586830000

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2021-22

Priority: Improvement in attainment, particularly in literacy and numeracy

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to improvement in literacy and numeracy in your local authority. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which 	<p>Quality assurance and moderation remain a key focus of the National Improvement Framework Agenda in East Renfrewshire. Over the past 9 school sessions, the authority has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sectors. This has been essential in supporting schools in identifying interventions best placed to have the biggest impact on improving literacy and numeracy. In response to the pandemic we adapted our framework and approaches in order to continue to support establishments and practitioners in relation to learning, teaching and assessment.</p> <p>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 establishment. Over 600 staff in Early Years, Primary and Special sectors attended professional learning sessions linked to 'Sharing the Standard' to ensure a consistency of approach and understanding. Almost all (95%) indicated that the session had helped them to develop a shared understanding of standards and increased confidence in the integrated approach to learning, teaching and assessment. Staff across the local authority engaged in moderation activity with colleagues in February 2022 where assessment evidence was moderated. Of the learner evidence moderated, 83% overall was agreed to have met the intended outcomes. In the special sector 100% of evidence moderated was agreed to have met the intended outcomes. This is in keeping with previous comparable years. For secondary practitioners, there was a continued focus upon effective assessment approaches and engagement in high quality dialogue and moderation activity with colleagues across departments via subject groups meetings and clusters. Through these opportunities, staff are continuing to develop their confidence in making accurate professional judgements about learners' progress.</p> <p>The Local Assessment Resource (LAR) hosts a range of webinar recordings of the learning, teaching and assessment professional learning resources, along with pieces of evidence from previous moderation activity. This is complemented by the ongoing work of the Curriculum Reference Group in 2021-22, where a series of professional learning and self-evaluation materials have been developed in order to support staff across sectors in this area.</p> <p>A range of professional learning opportunities were developed and delivered to staff across sectors. The</p>	<p>All establishments will continue to provide opportunities to engage in meaningful moderation activities at department, establishment, cluster and subject group levels.</p> <p>These opportunities, alongside the supporting framework should strengthen the consistency, comparability and reliability of our Curriculum for Excellence teacher judgements across schools and clusters.</p>

<p>have been specifically targeted to improve literacy and numeracy.</p>	<p>programme of Career Long Professional Learning (CLPL) offered was highly evaluated. The qualitative comments received indicate a continued appetite for professional learning on the various aspects of the learning, teaching and assessment cycle/process.</p> <p><u>Literacy and Numeracy</u></p> <p>Despite the impact of restrictions the actions identified in East Renfrewshire's Literacy Strategy have continued to be progressed. With a focus on ensuring that literacy development continues despite school closures, officers with responsibility for literacy have continued to collaborate with school staff to be responsive to the needs of our children, young people and schools, by designing and implementing evidence based interventions to improve literacy attainment.</p> <p>Reading Recovery was delivered in 16 primary schools to 100 identified individual children. Post intervention assessment indicated that average reading ages had increased by 1.5 years. Schools have indicated through their self-evaluation processes that the children participating in Reading Recovery are transferring their skills to the class setting and practitioners are noting improvements across literacy and English.</p> <p>In response to school closures and potential learning loss, especially for our younger pupils who have missed significant in early years and early stages of primary school, we have further developed programmes related to the methodologies of Reading Recovery in order to support wider groups of children in their literacy development. Daily Literacy Learning and Together Raising Attainment in Literacy were rolled out in some schools to support learning in relation to literacy. Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. The impact of this is evident with 292 Primary 2 pupils across 7 schools participated in this literacy approach. 74% of pupils were non-readers or were reading at emergent literacy levels before participating and 62% of pupils were reading above expected levels after participating in the programme.</p> <p>The ongoing English and Literacy staff CLPL programme continued during 2021-22. Training for Pupil Support Assistants (PSAs) in ERC's Together Better Readers has again provided a framework for PSAs to support the reading of older children in primary and young people in secondary. Further training for Supporting Reading in the Classroom has also been developed and delivered and 70 PSAs have participated in the new self-study programme.</p> <p>In response to data from schools regarding the lack of social interaction between some children and young people during school closures and the vocabulary gap the Education Department developed Talking and Listening guidance and a programme of CLPL for school staff. During 2021 - 2022 ChattERbox training programme was developed to support Pupil Support Assistants supporting children's learning. To date 47</p>	<p>The role of link Quality Improvement Officers will continue to be focused on providing ongoing support and challenge for self-evaluation and school improvement.</p> <p>The range of professional learning opportunities will continue to link to aspects of the learning, teaching and assessment cycle.</p> <p>Where appropriate, online platforms and anytime learning will be used to continue to support high priority activities related to health and wellbeing and core learning, teaching and assessment.</p> <p>We will continue to evaluate the needs of schools and families as we move</p>
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members of staff have been trained in supporting oral language development. Although only newly developed feedback has been extremely positive with participants indicating how this is enabling them to more effectively support learners.

The virtual Literacy Locker, created to support staff, stores all relevant materials for the development of literacy. Within the Literacy Locker, videos which can be used for staff development, ensure that training can take place at times convenient to schools and practitioners. Similarly, the Literacy Library has been established for parents including videos for parents on how to support their child's literacy development. Currently 1080 views have been recorded for the Literacy Locker with 464 views for the library. Staff have highlighted this as a great addition to support learning and teaching along with parental engagement in their child's learning. Comments include:

"For parent support it's the first place I would look, even to plan workshops for teachers."

"It's great that everything is in the one place."

"It's easy to use."

"It saves us chasing other people to find what we need. It's our go-to for all things literacy."

"The videos and leaflets to support pupils at home are shared with our parents from the Literacy Library – they are really helpful."

Adult Learning Services continued to offer online learning opportunities alongside the re-introduction of face to face contact with adult learners, with the number of learners increasing to 80 adult learners attending one of the 6 traditional English for Speakers of other Languages (ESOL) classes spanning all levels from complete beginners to upper intermediate. Adult Learning Services continue to work in partnership with Further Education partners for all ESOL provision. 22 adults successfully completed ESOL for Work programmes to achieve their work related learning goals and 6 participants moved into employment after the course. 12 adults achieved a Scottish Qualification Authority (SQA) ESOL qualification at National 4 level which also contributes to improving their employability skills and knowledge. 3 adult learners progressed from this course to further their studies at college. There has been a significant increase in the need for 'ESOL for Parents' learning opportunities with 41 parents successfully completing programmes aimed at improving skills, knowledge and confidence in relation to family learning goals.

33 adults engaged in Adult Literacies learning over the past year. All learners were supported to build confidence to engage in online learning through developing their skills and confidence in relation to their digital and employability learning goals.

The ongoing numeracy and mathematics CLPL programme continued during 2021-22. Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area.

forward and provide support from the department to meet our school communities' requirements.

Staff CLPL will continue but using remote/virtual platforms where appropriate and will be focused on specific methodologies which will support literacy and numeracy learning.

Adult Learning will have an increased focus on employability, digital skills and numeracy for adults. Working closely with our college partners and a local high school, we plan to increase the opportunities for accredited courses in the community including ESOL, Numeracy, ICT and Wellbeing.

Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. 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. Secondary colleagues also identified a representative to ensure there were opportunities for collaboration across sectors and clusters at regular intervals throughout the session.

A review of the impact of the Numeracy and Mathematics Strategy 2018 – 2021 was undertaken in February and March 2022. With colleagues in Education Scotland and the Association of Directors of Education Scotland (ADES) a Collaborative Improvement approach was adopted.

The review evidenced very strong attainment across all sectors, clearly showing added value from schools in terms of numeracy and mathematics. The ambition and drive to be the highest performing mainland authority is realistic and evident in the approach to tracking attainment, right down to individual pupils. 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. 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

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

However, there is still a need to focus on inequalities and closing of the poverty related attainment gap. Small gains achieved previously have been curtailed given the given the impact of Covid-19.

Use of data to identify next steps for improvement

East Renfrewshire’s Education Department makes excellent use of robust and consistent attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, through a variety of sources, including: local baseline assessments of children on entry to P1; local standardised assessment data; Curriculum for Excellence (CfE) attainment and Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets (stretch aims) for

Adult Learning plan to work in partnership with schools, Money Advice and Rights Team, Voluntary Action East Ren, Clyde College and RAMH to support development of numeracy skills and confidence with parents/carers and identified workforce.

A review of the impact of the English and Literacy strategy will be undertaken, next steps identified and an updated strategy launched.

A refreshed numeracy and mathematics strategy will be agreed. This will take account of areas identified through the review and collaborative

improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target.

Educational establishments are provided with access to current and historical literacy and numeracy attainment data and characteristic information for each individual pupil via the department's Early Years, Broad General Education and Senior Phase tracking databases; these data tools provide pupil performance analysis at curricular component and individual question/task level along with pupil characteristics information.

Attainment in Literacy and Numeracy

The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high, however as a consequence of the Covid-19 global pandemic primary attainment in reading, writing, talking and listening and numeracy has decreased slightly over the last three years.

Percentage of P1, P4 and P7 Pupils

	2018-19	2020-21	2021-22
% Attaining or Exceeding Expected Levels - Reading	91%	90%	89%
% Attaining or Exceeding Expected Levels - Writing	88%	87%	87%
% Attaining or Exceeding Expected Levels – Talking & Listening	94%	94%	93%
% Attaining or Exceeding Expected Levels - Numeracy	91%	90%	90%

**No data was collected for 2019-20 as a consequence of the Covid-19 pandemic*

improvement discussion where there is scope for further improvement.

The focus of the new strategy will be on three main areas: attainment and achievement, learners' experiences and stakeholders.

Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgments, the target-setting process and improved learning and teaching for key equity groups.

Implement the departmental Parental Involvement and Engagement

Percentage of S3 Pupils

Strategy (2021-2024)

	2018-19	2021-22
% Attaining or Exceeding Third Level – Reading	97.5%	97.1%
% Attaining or Exceeding Third Level - Writing	96.2%	96.8%
% Attaining or Exceeding Third Level – Talking & Listening	96.8%	96.9%
% Attaining or Exceeding Third Level- Numeracy	96.0%	97.9%

	2018-19	2021-22
% Attaining Fourth Level - Reading	80.9	82.6
% Attaining Fourth Level - Writing	79.7	82.8
% Attaining Fourth Level – Talking & Listening	81.5	81.6
% Attaining Fourth Level - Numeracy	78.4	83.5

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic*

Secondary attainment (S3) at third and fourth levels in writing, talking and listening and numeracy has increased over the last three years. Reading has increased over the last three years at level 4 but decreased at level 3.

The levels of attainment of East Renfrewshire pupils at S4 to S6 has continued to be high over the past 5 years. The Council's performance in almost all cases consistently significantly outperforms its virtual and regional comparators' levels of attainment.

Over the past 5 years:

- the proportion of S4 pupils achieving awards at SCQF level 4 has remained high at 1 or more to 10 or more awards.
- at SCQF level 5, the proportion of S4 pupils achieving 1 or more to 9 or more awards has remained high with significant improvement at 9 or more in 2020-21.
- the proportion of S5 pupils achieving 1 or more to 4 or more awards at SCQF level 6 has increased over time and was the LAs second best performance in 2020-21; following exceptional results in these measures in 2019-20.
- the proportion of S6 pupils achieving 1 or more to 9 or more awards at SCQF level 6 has increased over the same period and recorded the best ever performances in 2020-21.
- the proportion of S6 pupils achieving 1 or more to 4 or more awards at SCQF level 7 has increased over the same period and recorded the best ever performances in 2020-21.

National Improvement Framework for Scottish Education- NIF Return 2022

Priority: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to the extent to which your local authority is closing the poverty related attainment gap. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had significant impact on addressing the poverty related attainment gap. 	<p>The Education Department and schools have an unrelenting focus on achieving excellence for all pupils in East Renfrewshire. Following the launch of the refreshed Scottish Attainment Challenge in March 2022, the department updated its guidance to schools on the effective use of Pupil Equity Fund (PEF). The refreshed guidance outlines a strengthened approach to central quality assurance of the use of PEF from 2022-23 in partnership with our Education Scotland Attainment Advisor.</p> <p>From March to June 2022 the department consulted with a wide range of stakeholders including head teachers, practitioners, parents, children and young people to develop its Strategic Equity Funding plan. The consultation included participatory budgeting approaches which involved children, young people, parents and staff in prioritising improvement activities for the four-year period.</p> <p>Head teachers were supported to engage with the refreshed guidance through professional learning sessions focused on understanding poverty, effective approaches to planning and monitoring the impact of interventions, and assessing pupil wellbeing. They were asked to develop Pupil Equity Plans (PEF) plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In session 2021-2022 PEF plans also reflected the need to support disadvantaged pupils' in a context of ongoing disruption from the global pandemic through this resource.</p> <p>The additional interventions targeted at achieving equity for pupils experiencing disadvantage, are also supported and enhanced by the wide range of improvement activities undertaken to improve the curriculum, learning, teaching and assessment.</p> <p>A range of measures were used to provide evidence of attainment including standardised tests, Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes. Effective use of data played a significant role in selecting, monitoring and targeting interventions.</p>	<p>Due to ongoing challenges with staffing as a result of Covid 19 some schools were unable to fully implement some interventions and conduct post intervention assessments/gather post-intervention data in order to fully gauge impact.</p> <p>Implement the Delivering Excellence through Equity (Strategic Equity Plan).</p> <p>Monitor the implementation and impact of the refreshed PEF guidance.</p> <p>In partnership with Education Scotland</p>

	<p>Head teachers used PEF funding in a variety of different ways to support learners in 2021-22. Almost all interventions were focused on mitigating the impact of the pandemic on disadvantaged learners. At an individual establishment level improvements reported by head teachers included reference to the following:</p> <ul style="list-style-type: none"> • Attainment in reading and mathematics as measured by standardised test scores • Numeracy and literacy progress as measured through Curriculum for Excellence levels • Reading age of pupils, reading comprehension skills, basic decoding skills, spelling and attainment in writing • Pupil motivation, engagement, confidence and self-esteem • Pupil attendance • Family engagement in children's learning. <p>Attainment evidence demonstrates that the closing of the poverty related attainment gap has been curtailed somewhat given the impact of Covid-19.</p> <p>In September and October each year, the ability of primary 1 pupils in literacy and numeracy and physical development is measured in a screening process called the literacy and numeracy baseline and developmental milestones screening. This allows primary staff to record children's strengths and areas for development, to plan for learning and target setting and to monitor children's progress over time. Moreover the information is also shared with early learning and childcare establishments to allow them to consider how they may improve experiences and outcomes for children. The data gathered in September and October 2021 (most recent available at this time) demonstrated that:</p> <ol style="list-style-type: none"> a) whilst the average raw performance of all children collectively in literacy and numeracy remained relatively unchanged from previous years, this was not the case for those children regarded as being from less affluent backgrounds, as measured by SIMD; b) the proportion of all children attaining their developmental milestones remained at the same as last year at 82%. Those from least affluent backgrounds are still being impacted disproportionately. <p>Developmental milestone data in 2021-22 demonstrates that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 increased slightly by 2 percentage points to 67% compared with 65% in 2020-21, this is still significantly lower than a previous recorded high of 74% in 2019-20 (following a 4 year trend of improvement). Meanwhile the proportion of children achieving their milestones residing in decile areas 4-7 and 8-10 has increased slightly or remained relatively consistent over the same period, with</p>	<p>(Attainment Advisor) strengthen approaches to central quality assurance of the use of PEF.</p> <p>Undertake a Thematic Review of the Impact of PEF across all East Renfrewshire schools. of next steps to reduce inequity</p> <p>The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement.</p> <p>We will monitor the impact of interventions taken by schools to reduce the cost to families of school</p>
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82% and 84% of children respectively attaining the measure, resulting in a significant gap between those in deciles 1-3 and the remainder of the cohort.

In 2020-21 baseline, there was on average a 13 point gap between children residing in decile 1 and decile 10 residences in numeracy; in 2021-22 this average gap decreased to 9 points.

Primary Attainment

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation)

	Pupils registered for Free School Meals			Pupils living in SIMD deciles 1 and 2		
	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22
% Attaining or Exceeding Expected Levels – Reading	71	74	68	78	73	68
% Attaining or Exceeding Expected Levels – Writing	64	67	63	73	69	62
% Attaining or Exceeding Expected Levels – Talking & Listening	85	84	78	91	83	77
% Attaining or Exceeding Expected Levels – Numeracy	74	71	70	60	75	68

**No data was collected for 2019-20 as a consequence of the Covid-19 pandemic; the data utilised for equity groups is local dataset taken from the Education Department.*

Across all curricular areas there has been a decrease in the proportion of S3 learners achieving the third level, over the last three years. For pupils living in SIMD deciles 1 and 2, with the exception of numeracy, the proportion of learners attaining the third level has decreased significantly over the last three years.

attendance and participation through PEF planning and reporting.

Develop and implement a Social Justice Strategy.

Primary Attainment: Closing the Gap

	Percentage Change from 2018-19 to 2021-22		
	All Pupils	Pupils registered for Free School Meals	Pupil living in SIMD deciles 1 and 2
Reading	2% decrease	3% decrease	10% decrease
Writing	1% decrease	1% decrease	11% decrease
Talking & Listening	1% decrease	7% decrease	14% decrease
Numeracy	1% decrease	4% decrease	8% increase

From 2018-19 to 2021-22, the proportion of P1, P4, P7 pupils (all) attaining the expected levels of attainment across the four curricular areas has decreased slightly. Similarly the proportion of children entitled to a free school meal and those living in decile 1 or 2 areas decreased over the same period at a greater rate, with a significant decrease for those decile 1 or 2 pupils; this indicates that the poverty related attainment gap has grown for our most disadvantaged primary aged pupils in P1, P4 and P7 stages over the last three years. It should be noted that the numbers of those children registered for Free School Meals and/or living in SIMD deciles 1 and 2 represent a small percentage statistically (approximately 6%) of this demographic in East Renfrewshire.

Secondary Attainment

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation).

Third Level

	Pupils registered for Free School Meals		Pupils living in deciles 1 and 2	
	2018-19	2021-22*	2018-19	2021-22*
% Attaining or Exceeding Expected Levels - Reading	90.0	89.7	97.7	94.5
% Attaining or Exceeding Expected Levels - Writing	92.0	89.7	97.7	93.2
% Attaining or Exceeding Expected Levels – Talking & Listening	93.0	90.6	95.4	94.5
% Attaining or Exceeding Expected Levels - Numeracy	88.0	89.8	93.1	95.9

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic. Dataset used in the above table is taken from Education Department local dataset.*

Fourth Level

	Pupils registered for Free School Meals		Pupils living in deciles 1 and 2	
	2018-19	2021-22*	2018-19	2021-22*
% Attaining or Exceeding Expected Levels - Reading	65.0	65.0	60.9	64.4
% Attaining or Exceeding Expected Levels - Writing	60.0	63.2	59.8	67.1
% Attaining or Exceeding Expected Levels – Talking & Listening	63.0	65.8	69.0	72.6
% Attaining or Exceeding Expected Levels - Numeracy	54.0	50.8	54.0	54.8

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic. Data above it taken from local Education Department datasets.*

Secondary Attainment: Closing the Gap

Third Level

	Percentage Change from 2018-19 to 2021-22		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	0.4% decrease	0.3% decrease	3.2% decrease
Writing	0.7% increase	2.3% decrease	4.5% decrease
Talking & Listening	0.1% increase	2.4% decrease	0.9% decrease
Numeracy	1.9% increase	1.8% increase	2.8% increase

Fourth Level

	Percentage Change from 2018-19 to 2021-22		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	1.7% increase	No Change	3.5% increase
Writing	3.1% increase	3.2% increase	7.3% increase
Talking & Listening	0.1% increase	2.8% increase	3.6% increase
Numeracy	5.1% increase	3.2% decrease	0.8% increase

From 2018-19 to 2021-22, (with the exception of reading) the proportion of S3 learners attaining the third level increased in all areas. Over the same period, with the exception of numeracy, the attainment of disadvantaged secondary pupils decreased in all other areas; This demonstrates an increase in the poverty related attainment gap for pupils at this level.

At fourth level, the proportion of all learners attaining expected outcomes increased in all areas; significantly in numeracy. With the exception of numeracy for those entitled to a free school meal, the attainment of disadvantaged pupils at a higher rate, suggesting a decrease in the equity gap at the fourth level..

PEF funding was also used to help reduce the Cost of the School Day to improve the wellbeing of families living with poverty, including approaches aimed at reducing the impact of hidden poverty. The department supported a group of 12 schools to work collaboratively within and across school communities to audit the Cost of the School Day and develop action plans based on stakeholder consultation, in order to reduce the cost of school attendance and participation. Early indications suggest that **school uniform** is by far the most challenging costs for families in connection with school attendance and participation.

The Education Department revised the Dressing for Excellence school uniform policy in February 2022 following thorough consultation with a wide range of stakeholders. The revised policy places increased emphasis on the importance of reducing the cost of uniform to families and stipulates that all school uniforms must be able to be purchased within the total amount of the school clothing grant. Adjustments to the lists of approved items have been made to enable savings for families where possible.

PEF reports and plans show that schools are using monies to fund a range of cost of living supports such as uniform banks, food larders and breakfast initiatives.

National Improvement Framework for Scottish Education- NIF Return 2022

Priority: Improvements in children and young people's health and wellbeing

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to measures which you have taken to develop the understanding of staff in key areas relating to health and wellbeing (processes and outcomes). This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and 	<p>Our schools adopt a Health Promoting approach to safeguard our children, young people and families mental health and wellbeing. Additional monies from Recovery and Pupil Equity Funding were utilised in a variety of ways including a range of resources, materials and supports as well as working directly with young people to upskill their knowledge. Training sessions were provided for young people to provide them with tools to prevent them becoming ill and to support their peers on a day to day basis in a mentor type capacity, providing a peer support model.</p> <p>Plans to help build the capacity of our school staff were resumed, with 2 members of staff in each secondary school and 1 per primary school and Isobel Mair completing an accredited course in Counselling and Psychotherapy. In addition Mental First Aid Training continued, with staff sets in all our schools, gaining a basic level of understanding and support in wellbeing.</p> <p>In questionnaires, most pupils (78%) agreed that the school supported them to look after their mental health and most parents (81%) agreed that the school supports their child's emotional wellbeing. 100% of ERC establishments evaluated HGIOS / HGIOELC Q.I. 3.1(Ensuring wellbeing, equality and inclusion) as good or better in 2021-2022.</p> <p>Direct access to mental health and wellbeing support for our pupils in primary 6 onwards continued via the Healthier Minds Team. The Healthier Minds Service was developed and aligned to school communities to ensure the delivery of mental wellbeing supports to children, young people and their families. The Service has been working alongside Primary and Secondary Schools (10-18 years) since November 2020, building on the outcomes from the original children and young people's mental wellbeing co-production event in November 2019. Their work includes the delivery of direct services to children, young people and their families, all based on individual needs, as well as capacity building with schools. The Healthier Minds team includes Teachers, Children 1st Family Support Workers, Educational Psychology Assistants, Child and Adolescent Mental Health Services (CAMHS) support worker, School Nursing and Educational Psychology. From July 21 to June 22, Healthier Minds (including Youth Counselling) received 402 referrals (348 from High Schools and 54 from Primary Schools P6-7). Anxiety/stress, low mood and emotional regulation were the three most common reasons for referral. Feedback about the service from children and young people, parents, carers and</p>	<p>Child Protection Co-ordinator's meetings will continue in order to support staff in all sectors.</p> <p>The Quality Improvement Team will continue to audit Child Protection processes and procedures through improvement visits during the session.</p> <p>Launch updated guidance to support the PSE programme in our secondary schools.</p>

<p>Adverse Childhood Experiences.</p> <ul style="list-style-type: none"> • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education? 	<p>staff has been very positive: <i>"I'm feeling much better now. Much less anxious. I'm seeing more people again now"; "Just a thank you for making my life better" and "He is a different child from when we first referred him to the healthier minds service"</i>. All parents who completed the parental evaluation reported that they would recommend the service to others.</p> <p>With the purpose of building capacity in others, the service delivered 10 CLPL sessions on a variety of topics identified through the reasons for referral to the Hub. 174 teachers and partners attended (some attending more than one session). Sessions included Emotional Based School Absenteeism; Nurture, Adverse Childhood Experiences and Trauma Informed Practice; Sleep Hygiene; LGBTQI+; Empowering Teachers in Resilience and Anxiety Management. Other capacity building work has included the development of a new self-harm training resource to support staff to respond appropriately and support young people, the pilot was delivered in April to a blend of primary, secondary, third sector and HSCP staff who currently support young people who are self-harming. This was well received and evaluated, further sessions will be delivered over the coming year. A 2-day training program was developed and delivered to Pupil Support Assistants (PSAs) throughout the authority providing information and resources on a variety of topics including Supporting Anxiety; Emotional Regulation and Understanding and Supporting Resilience. This was well received and attended by the PSAs; coaching and supervision sessions were also offered to support and consolidate their learning.</p> <p>The Healthier Minds Screening Hub continues to operate efficiently and effectively with good representation from all agencies. The number of referrals to the weekly Hub remains high. The Hub is attended by regular representatives from CAMHS, Social Work, Youth Counselling, Educational Psychology, Children 1st and Community Learning and Development. The number of males being referred to the Hub continues to be lower than the number of females, this will continue to be reviewed to ensure everyone has equitable access to the service. An annual report is provided to each school with the offer of a review meeting to highlight themes and trends within referrals and discuss how the school can respond with support from the Healthier Minds Service. 34% of the referrals to the Hub have an additional support need. 20% of the referrals have a neurodevelopmental profile. The level of risk within some of the referrals can be high, staff are holding more risk than previously planned however strong links with colleagues in CAMHS mitigates some of this. For example, CAMHS have carried out risk assessments where the risk is deemed high following discussion at the Hub.</p> <p>The Healthier Minds website has a range of information to support the mental wellbeing of children and young people in East Renfrewshire. Between 2021 and 2022, the website has continued to be updated in response to feedback from children, young people, education staff and their families. New topics have been provided to support children and young people to make sense of current events such as the war in Ukraine. Guidance documents and online resources have also been developed on</p>	<p>Expand and enhance the Healthier Minds Service to ensure it supports children, young people and families including those with Additional Support Needs</p>
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the following topics: 'Emotionally Based School Absenteeism' and 'Eating Problems and Eating Disorders.' These have been supplemented by online discussion sessions and training. The launch of the Eating Problems and Eating Disorders guidance was followed by 2 online CLPL sessions attended by agencies across ERC including education, health, HSCP and 3rd sector organisations. Over 60 people attended and feedback from the event included comments such as, "I really enjoyed the session. I always feel that it would have been helpful for me to know what to say/not to say."

With the reintroduction of formal exams after 2 years, Healthier Minds Parents' offered sessions including: '*Supporting young People through Exams*' and '*Supporting Children with Anxiety*'. These have been recorded and uploaded on the website so that they can be accessed by children, young people and schools. All sessions have been well attended and evaluated. 90% parents strongly agreed/agreed that the session was useful to them; that they learned some helpful strategies and that the format of the presentation and Q&A was useful. 80% strongly agreed/agreed that the information on the teenage brain was useful. The session was described as, "well presented and helpful".

The Healthier Minds Service continues to report regularly to senior officers in Education and HSCP. Themes and concerns are highlighted to inform further planning and development of the service, these have included boys and children and young people from an ethnic minority being underrepresented in referrals to the service and an increase in referrals of young people who are self-harming.

Between March and June 2022 Services for Children and Young People in East Renfrewshire were inspected by a team led by the Care Inspectorate. The team evaluated East Renfrewshire as excellent, the first authority in Scotland to earn this grade. They highlighted many strengths including:

- Sustained positive trends in child health, educational attainment and positive destinations for school leavers;
- Strong partnership working
- Timely and highly effective interventions
- Enduring and trusting relationships
- Targeted supports in education to help support engagement in learning
- Children and young people participating meaningfully in decisions that affect their lives.

Almost all schools and early learning and childcare settings are engaged in the Rights Respecting School Award accreditation process, with 34 settings currently holding an award, 12 at Gold level. In particular, following CLPL for key staff in schools and early learning and childcare settings it was pleasing to note the involvement of five family centres in the process. During assessment visits to

East Renfrewshire schools, a number of key strengths were noted including: continued commitment by senior leaders to prioritise the RRSA journey; clear focus on pupils' health and mental wellbeing; and pupil participation and engagement in school life.

The Education Department has very effective arrangements in place in relation to safeguarding. A child protection audit conducted by the Quality Improvement Team identified areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as gender based violence, domestic abuse and Prevent is supported and enhanced by their participation in child protection coordinator meetings led by a QIO and the Lead Officer for child protection and through attendance at multi agency public protection training events. At one coordinator meeting, new guidance on supporting children and young people affected by gender based violence was shared.

Senior and pastoral care staff in schools and across East Renfrewshire have participated in professional learning in the Signs of Safety approach to Child Protection and GIRFEC which has been embraced and promoted by the local Child Protection Committee.

Mentors in Violence Prevention is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. In May 2022, three Secondary Schools along with partners from HSCP, CLD, Women's Aid and Rape Crisis participated in professional learning facilitated by Education Scotland for this programme. This means that all East Renfrewshire secondary schools have now participated over the last two years, and are at different stages of delivering peer led lessons to learners through their PSE programmes.

We work in partnership with East Renfrewshire Culture and Leisure Trust's Active Schools Team to support children and young people's participation in physical activity. In particular, over the last year we have utilised Scottish Government funding to purchase places for children experiencing poverty to participate in holiday sports and culture camps led by the Trust.

National Improvement Framework for Scottish Education- NIF Return 2022		
Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to how your local authority is developing their young workforce programme from Early Years to Senior Phase. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage e.g. all learners in secondary schools will have received work placements by the end of Senior Phase. 	<p>A focus on Developing the Young Workforce (DYW) in both the BGE and Senior Phase continued last session, with a report detailing our progress in Developing the Young Workforce shared at East Renfrewshire's Education Committee in June 2022 alongside a new plan for the next three years. The new DYW plan focuses on 3 key areas:</p> <ul style="list-style-type: none"> • 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. <p>This plan will complement the ongoing work of the Curriculum, Learning, Teaching and Assessment Group which is leading the work of the department's review of the vision and design of our Curriculum ensuring it is fit for purpose in this ever changing world and meets the needs of all the children and young people in our care.</p> <p>Despite the ongoing challenges of the global pandemic (Covid-19) school leaver destinations remained high, with a slight increase on the percentage of leavers in a positive destination, from 96.2% in 2019-20 to 97.4% in 2020-21. In the follow-up survey in April 2022 95.7% of the 2020-21 leavers were in a positive destination as compared to 93.2% nationally.</p> <p>Skills Development Scotland (SDS) and the Scottish Government worked together to develop a measure of participation which allows identification of the participation status of the wider 16-19 cohort. As agreed by Scottish Ministers the Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation. In 2022, 97% of ERC 16-19 year olds were participating (as at Aug 2022), well above the national figure of 92.4% with East Renfrewshire having the highest proportion participating nationally for the second year.</p>	<p>Implement the Developing the Young Workforce Implementation Plan 2022 – 2025.</p> <p>Extend the breadth and depth of DYW opportunities in our primary schools and early years establishments.</p> <p>Deliver training in relation to labour market information regularly with SDS providing updated data on a monthly basis. We will put systems in place to ensure that intelligence is accurate and up to date and develop ways of sharing this information with parents and young people using</p>

<ul style="list-style-type: none"> • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. • The range and quality from 'engaging' to 'influencing' of education-employer partnerships. • Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications. 	<p>Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. Staff participated in CLPL to enhance their knowledge in relation to careers information and guidance.</p> <p>We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. Our ability to showcase the skills of our young people to employers has been impacted by the restrictions in place to mitigate against Covid-19. A priority of the DYW School Coordinators is to work with employers to allow our young people to demonstrate and apply these skills in different contexts. There was a return to employer event activities with Employer Branches for both young people in mainstream and an event for young people from our specialist provision.</p> <p>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. This offer has been developed to include courses across a range of locations including partner colleges and our vocational facilities at Barrhead High School. In session 2020-21, the percentage of school leavers attaining vocational qualifications at SCQF Level 6 decreased from 15.8% to 12.1% as compared to the national figure of 10.5 %. However, positively vocational opportunities showed signs of returning to pre-pandemic figures, with a few young people feeling more optimistic about studying away from school and many partners returning to face to face courses. As a result young people participating in vocational courses increased from 346 in 2020-2021 to 365 in 2021-2022. At the start of 2022-2023 recruitment has increased to 462.</p> <p>The Foundation Apprenticeship (FA) programme is now embedded in the senior phase offer in our schools. The unique opportunity of work based learning provided by (FAs) has increased to 28 courses available in 2022-2023 with a spread of one year and two year courses. Currently 83 pupils are studying at FA level.</p> <p>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 well with us to maintain pupil progress and intervene where appropriate, offering further support as required.</p>	<p>social media and virtual platforms.</p> <p>Continue with monthly datahub meetings focusing on those young people most in need of support.</p> <p>Participate in the National Debate on Scotland's Curriculum.</p> <p>Take forward the work of the Curriculum, Learning, Teaching and Assessment Group on Curriculum Design and the vision for 2025.</p>
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