

Department of Business Operations and Partnerships

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Date: 14 April 2023

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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; and Dr F. Angell; Ms F. Gilchrist; Ms D. Graham; and Mr D. Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 20 April 2023 at 10.00am.**

The agenda of business is as listed below.

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DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Promoting Positive Relationships and Behaviour in East Renfrewshire Early Learning and Childcare Settings and Schools – Report by Director of Education (copy attached, pages 3 - 16).**
4. **Education Scotland Report on Hazeldene Family Centre – Report by Director of Education (copy attached, pages 17 - 38).**
5. **Education Scotland Report on Crookfur Primary School and Family Centre – Report by Director of Education (copy attached, pages 39 - 66).**
6. **Draft Home to School Transport Policy – Report by Director of Education (copy attached, pages 67 - 82).**
7. **Early Learning and Childcare Annual Report – Report by Director of Education (copy attached, pages 83 - 96).**
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8. **Beyond Equity: A Social Justice Framework for Education in East Renfrewshire – Report by Director of Education (copy attached, pages 97 - 130).**

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A recording of the meeting will also be available following the meeting on the Council's YouTube Channel <https://www.youtube.com/user/eastrenfrewshire/videos>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE20 April 2023Report by Director of EducationPROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR IN EAST RENFREWSHIRE
ELC SETTINGS AND SCHOOLS**PURPOSE OF REPORT**

1. The purpose of this report is to seek Education Committee approval of the revised Standard Circular 21 Promoting Positive Relationships and Behaviour in East Renfrewshire Early Learning and Childcare (ELC) settings and schools.

RECOMMENDATIONS

2. Education Committee is asked to:
- a. Approve and comment on the updated Standard Circular Promoting Positive Relationships and Behaviour in East Renfrewshire Settings and Schools.
 - b. Ask the Director of Education to take appropriate steps to ensure its implementation in all schools and early learning and childcare settings.

BACKGROUND

3. The Additional Support for Learning Scotland Act (2004, updated in 2009) states that the key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible. This includes additional support needs which may lead to dysregulated behaviours where children and young people are not able to manage their emotions in the same way that others can.

4. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill, aims for Scotland to be the first country in the UK to directly incorporate the UNCRC into domestic law and several of the articles of the UNCRC relate directly to the importance of healthy relationships for children and young people.

5. Angela Morgan's [Review of implementation of additional support for learning](#) highlights the importance of relationships and its link to behaviour in schools and following this review, East Renfrewshire Education Department implemented our own Review of Additional Support for Learning and the results of this were shared at Education Committee on [3 Feb 2022](#). A number of recommendations were agreed including:

- Implement trauma informed practices and nurturing approaches across all schools and early years settings, underpinned by relationship-based approaches.

- In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy, including seclusion and restraint guidelines which take account of national guidelines currently being produced.

6. 'Included, Engaged and Involved' is a suite of national publications with guidance around specific aspects of supporting our most vulnerable learners through preventing school avoidance (part 1, 2019), preventing school exclusions through restorative and solution-focused approaches (part 2, 2017) and draft guidance on reducing the need for restraint and seclusion (part 3, 2022).

7. The Education Department's policy has been revised in light of updated policy advice, also taking cognisance of current legislation and guidance in the area of support for pupils. Following implementation of this paper, East Renfrewshire Standard Circular 8 Included, Engaged and Involved: Managing School Exclusions will be updated to take account of the newly developed Part 3 of the Included, Engaged and Involved documents and will be brought to a future Education Committee.

REPORT

8. The updated Standard Circular Promoting Positive Relationships and Behaviour in East Renfrewshire ELC settings and schools is provided in appendix 1. The revised policy sets the current national context for approaches to promoting positive behaviour and supports the rationale and aims through reference to research and national and local guidelines on support for pupils.

9. It is based on the belief that all schools should provide an ethos of support characterised by a nurturing approach which should underpin policies and practices in all areas, including the promotion and management of positive behaviour.

10. Behaviour that causes concern can indicate underlying anxieties and trauma, and can be the main barrier to learning. The approach taken to managing this should be one of understanding of triggers, trauma and support for de-escalation through early intervention and nurturing relationships. For many of our most vulnerable children and young people, particularly those who are looked after, school may be the one safe and consistent place for the development of positive relationships.

11. In line with national guidelines, the policy includes a range of strategies to support staff in schools to recognise the needs of pupils and respond appropriately in order to meet the needs of all learners and ensure successful outcomes. These include:

- School nurture provisions and authority enhanced nurture base
- Outreach Services
- Behaviour Support Strategies (BSS)
- Restorative practices / approaches (as incidents occur and as appropriate)
- Solution oriented approaches
- Framework for Intervention
- Partnership working

FINANCE AND EFFICIENCY

12. There are no financial implications for the department or schools related to this paper.

CONSULTATION

13. As part of the ERC ASL Review, stakeholders including parents, carers, children and young people and education staff were consulted on a range of themes related to additional support needs including Promoting Positive Behaviour. As highlighted, a number of recommendations were made as a result of the feedback and this has been incorporated into the updated Standard Circular.

14. A working group of Education staff across our Early Learning and Childcare settings and schools, Educational Psychologists and Education Officers have contributed to the creation of this updated Standard Circular.

IMPLICATIONS OF THE PROPOSALS

15. An Equality, Fairness and Rights Impact Assessment will be undertaken on the final version of the policy.

CONCLUSION

16. The revised Standard Circular 21 Promoting Positive Relationships and Behaviour in East Renfrewshire ELC settings and schools seeks to update practice in promoting positive behaviour in schools through linking current research and policy such as the Morgan Review, Getting it Right for Every Child, The Promise and UNCRC to best practice within all education establishments.

RECOMMENDATIONS

17. Education Committee is asked to:
- a. Approve and comment on the updated Standard Circular Promoting Positive Relationships and Behaviour in East Renfrewshire Settings and Schools.
 - b. Ask the Director of Education to take appropriate steps to ensure its implementation in all schools and early learning and childcare settings.

Mark Ratter
Director of Education
20 April 2023

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Appendices

Appendix 1: Standard Circular 21 Promoting Positive Relationships and Behaviour in East Renfrewshire Settings and Schools.

EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION

The Council
Offices
211 Main
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Barrhead
East
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G78 1SY

TO: HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

**STANDARD CIRCULAR 21: PROMOTING POSITIVE RELATIONSHIPS
AND BEHAVIOUR IN EAST RENFREWSHIRE ELC SETTINGS AND
SCHOOLS**

Contents:

1. Background
2. Culture and Climate
3. A Partnership Approach
4. Promoting Positive Behaviour
5. Roles and Responsibilities
6. Monitoring and Evaluation
7. References

1. Background

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.” Better Relationships, Better Learning, Better Behaviour (2013)

The vision statement of East Renfrewshire Council’s Education Department is ‘*Everyone Attaining, Everyone Achieving through Excellent Experiences*’ and this commitment continues to guide the values of the work of the department and its ELC settings and schools. Inclusion is a value that sits at the heart of our education provision. This policy outlines our position on promoting positive relationships and positive behaviour in our ELC settings and schools, to ensure that all learners are included and meet their potential.

Curriculum for Excellence has as its core principles the entitlement of children and young people:

- to experience a curriculum which is coherent from 3 to 18;
- to experience a broad general education including a senior phase where he or she can continue to develop the four capacities and also obtain qualifications;
- to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing;
- to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide; and,
- to support in moving into a positive and sustained destination.

The Additional Support for Learning Scotland Act (2004, updated in 2009) states that the key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible. This includes additional support needs which may lead to dysregulated behaviours.

The United Nations Convention on the Rights of the Child (UNCRC) became incorporated into Scottish law in March 2021. Several of the articles relate directly to the importance of healthy relationships for children and young people.

- Children have a right to education (Article 28)
- Children have the right to get the support they need to benefit fully from their education and fulfil their potential. (Article 29)
- Children need to be included, engaged and involved in their learning (Article 12)
- Wellbeing, positive relationships and an inclusive ethos and culture are the

foundation of learning (Articles 2, 3, 6, 23 and 31)

There has been a great deal of additional research published recently around relationships and behaviour in schools. The Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) identified next steps and made key recommendations in *Behaviour in Scottish Schools Research (2017)*. In response to this, Education Scotland published new guidance, [Developing a positive whole-school ethos and culture - Relationships, Learning and Behaviour](#).

[Promoting Positive Relationships and Behaviour in Educational Settings](#) (Education Scotland, 2023) highlights the shift from traditional 'behaviour management' to a relational approach to supporting positive behaviour choices and states, *"We cannot manage someone else's behaviour however we can use our relationship to support them to change their own behaviour to something that is more positive and healthy for them."*

Angela Morgan's [review of implementation of additional support for learning](#) (the ASL Review, 2020) has been hugely significant for Scottish education, and its findings have had a tangible impact on practice. Morgan takes into account the experiences of children and young people who have required additional support at school, and in her report she discusses directly the importance of relationships and its link to behaviour:

"A school's culture, ethos, values and team mind-set, evidenced in practice by the school's leadership, is critical in establishing the positive environment in which all children and young people feel included and can flourish. This underpinning is essential for a culture where children and young people are respected."
(Section 7, Relationships and Behaviour)

'Included, Engaged and Involved' is a suite of publications with guidance around specific aspects of supporting our most vulnerable learners, specifically addressing attendance ([Included, engaged and involved: part 1 - attendance in Scottish schools](#)), preventing school exclusions through restorative and solution-focused approaches ([Included, engaged and involved part 2: preventing and managing school exclusions](#)) and reducing the need for physical restraint and seclusion ([Included, Engaged and involved part 3: A relationship and rights based approach to physical intervention in Scottish schools](#)). Our approaches to these areas of support are in line with this set of guidance documents.

Education Scotland maintains, *"All adults in an educational establishment should know why relationships are important in creating a learning environment and take personal responsibility for building and maintaining relationships with learners, parents and each other. In this way, adults can model the behaviour they would like to see."* All establishments are expected to have in place clear promoting positive relationships policies based on nurturing, trauma-informed practice, which ensures a consistent approach to improving relationships and behaviour across East Renfrewshire.

2. Culture and Climate

East Renfrewshire Council's Education Department believes all ELC settings and schools should provide an ethos of support characterised by a nurturing approach at all ages and stages. The ethos of a school or early learning and childcare setting should be based on these approaches which should underpin its policies and practices in all areas, including the promotion and management of positive behaviour.

Children and young people will have opportunities to become confident individuals, successful learners, effective contributors and responsible citizens if they are learning in a culture of care and respect. These values of respect and care lie at the heart of Curriculum for Excellence and a number of Education Department documents in relation to meeting the needs of children and young people: SC 8 Included, Engaged and Involved Part 2; and SC 12 Inclusion. The Education Department supports early identification of need, including social, emotional and behavioural needs. By intervening early and by adopting preventative measures, the negative long term impact of social, emotional and behavioural needs can be supported more effectively.

A nurturing school values every member of its community. All children and young people as individuals have strengths and aptitudes as well as difficulties that may require support. There is an understanding of the whole child and how home, school, community and individual circumstances can require different supports and pressures. The school's culture is one of welcome, tolerance and understanding that comes from the belief that all young people can succeed if given the right support at the right time as they develop into young adults. Children and young people are given stimulating learning experiences and a curriculum which is appropriate to and adapted for their needs. Learners understand the purpose of their learning; they take responsibility for their own learning and have a say in how their learning is planned and delivered. Nurture has been defined through six principles by Nurture UK:

1. Children's learning is understood developmentally;
2. The classroom offers a safe base;
3. The importance of nurture for the development of wellbeing;
4. Language is a vital means of communication;
5. All behaviour is communication; and,
6. The importance of transition in children's lives.

Reflective questions to support establishments in evaluating their nurturing practice can be found via Education Scotland:

<https://education.gov.scot/improvement/documents/inc55applyingnurturingapproaches120617.pdf>

Nurture UK can also support establishments through training, resources and accreditation.

All establishments should create an environment which is welcoming and conducive

to learning. Establishments should be accommodating to the needs of children and young people and show patience and tolerance where there are challenges for particular individuals. For some children and young people, targeted support may be required and this should also be nurturing in its approach.

Staff should recognise the needs of children and young people and respond appropriately. Behaviour that causes concern can indicate underlying anxieties and trauma, and can be the main barrier to learning. As such, a child wellbeing plan may be appropriate. The approach taken should be one of understanding of triggers, trauma and support for de-escalation through early intervention. Relationships between staff and children and young people (and between staff) are crucial to maintaining an ethos of support and understanding. For many of our most vulnerable children and young people, particularly those who are looked after, school may be the one safe and consistent place for the development of positive relationships.

A number of strategies and approaches are already successfully implemented in ELC settings and schools. These include:

- Nurture provisions
- Outreach Services
- Behaviour Support Strategies (BSS)
- Restorative practices / approaches (as incidents occur and as appropriate)
- Solution oriented approaches
- Framework for Intervention
- Enhanced nurture base
- Partnership Working

Further guidance on the appropriateness of each of the above and implementation of each is given in the section on Promoting Positive Behaviour Strategies. In addition, Psychological Services can work collaboratively with practitioners to build capacity to support the social, emotional and behavioural needs of children and young people through a number of interventions, for classes, groups or individuals.

3. A Partnership Approach

Partnership working is vital for meeting the needs of all learners, and ensuring successful outcomes. At the heart of excellent partnership work is excellent relationships, with ELC settings and schools working with other agencies to ensure that the best support can reach the appropriate children and young people and their families.

All establishments should have regular Joint Support Team (JST) meetings where partners discuss a child's additional support needs in a collaborative way. JSTs should be solution-focused and look at the factors that contribute to challenging behaviour and appropriate strategies for responding to these factors. A solution-focused JST would look at a child or young person's holistic strengths and what outcomes would move them forward rather than revisiting the challenges that brought the young person to the JST. More complex cases, such as children who

have a Co-ordinated Support Plan (CSP) or Child's Multi-Agency Assessment and Plan (CMAP), will be discussed in separate case conferences.

Partners attending the JST will vary, but will always include the school's link Educational Psychologist and the ASN co-ordinator. Through the JST, referrals may be made to other partners within East Renfrewshire, for example: Healthier Minds; campus Police; CAMHS (Children and Adolescent Mental Health Service); and ERAAT (East Renfrewshire Autism Assessment Team). Other partners involved in the JST will vary according to the specific needs of the children and families, and could include Social Workers, Active Schools Co-ordinators, School Nursing Service, Health Visitors and, where appropriate, Family Learning, Youth Counsellors, Youth Workers and people who work for charities such as Women's Aid or Children 1st.

Children and young people who require further support from other teams within the authority, for example outreach services or specialist provision, are discussed and planned for through the Education Resource Group (ERG). The ERG will consider and allocate additional support if appropriate.

Data around supporting behaviour should be regularly reviewed by a member of the Senior Leadership Team, to support early intervention and signposting to the appropriate partners. Data sources may include:

- the number of times the use of physical intervention has been required;
- Child Wellbeing Plan;
- the number and severity of incidents recorded using the Accident and Incident Reporting System (AIRS);
- the use of pupil support bases or nurture rooms;
- exclusion, attendance and attainment data;
- records of bullying and equalities incidents
- Pastoral Notes; and
- minutes from JST meetings.

4. Promoting Positive Behaviour

ELC settings and schools should ensure a sense of community where learners feel secure, nurtured and valued and where staff provide learners with clear expectations and boundaries in relation to behaviour. All staff in school should model appropriate behaviours and interactions. Training is offered to staff as appropriate through Psychological Services, Healthier Minds and the Quality Improvement team.

Within East Renfrewshire Council there is a focus on building and promoting positive behaviour between staff and children and young people alike. This encompasses all aspects of the school community including any external agencies such as Social Work, CAMHS and Educational Psychologists.

The **ethos** within East Renfrewshire ELC settings and schools should be based on an atmosphere of mutual respect whereby children and young people experience positive interactions with all adults and have an opportunity to build strong foundations which will support their holistic development. Playrooms and

classrooms should be nurturing, trauma-informed and provide a safe space for children and young people.

Framework for Intervention is a support for classroom teachers in reducing the incidence of low level disruption that can have a negative impact on learning. This involves the use of a self-evaluation checklist and then observation and support from a trained and supportive colleague. This support can be offered to all staff and can also be used for whole school and environment audits such as the playground.

Behaviour Support Strategies (BSS) is a training programme for staff which focusses on the use of proactive support for the management of behaviour that causes concern. It is a step by step process for crisis prevention and intervention which emphasises physical intervention strategies will only be used as a very last resort to keep children and young people and staff safe from physical harm. ELC settings and schools will work in collaboration with their link Educational Psychologist and BSS Instructors to complete a training needs analysis. This process will identify the number of staff requiring training in the use of physical interventions and which specific physical interventions they need to be taught. Only those members of staff working with identified children and young people, where there is a foreseeable risk of physical harm, will be trained in the use of physical intervention strategies. The ongoing need for this training will be monitored closely.

ELC settings and schools offering **nurture provision** recognise that some children and young people have significant gaps in their emotional development including their ability to form and maintain secure and trusting relationships. These gaps impact on their ability and receptiveness to learn. A nurturing setting sees the importance of every child and/or young person having a sense of belonging, gives opportunities for engagement and positive role models and gives prominence to emotional literacy. Some settings will have a dedicated nurture room where children can access the additional nurturing support they require.

Some children and young people may need access to a separate area, for example a Pupil Support Base whether by their own choice, and with prior arrangement, as a strategy for when they recognise that they are struggling with managing their behaviour. They may access the base on return from exclusion if a period of reintegration to being full time in class is agreed as necessary. The base could also be the setting for planned programmes of work with children and young people to address behavioural needs. Use of the base should be monitored by a designated member of the senior management team and should be considered as part of the planning process.

Exclusion

Exclusion of a child or young person must be carefully considered as to its impact for the child or young person and on the behaviour that led to consideration of exclusion. Exclusion would only ever be used as a last resort. Detailed guidance on exclusion is given in SC 8 Included, Engaged and Involved Part 2; A positive

approach to preventing and managing school exclusions

5. Roles and Responsibilities

The authority will:

- support ELC settings and schools to create a safe environment that is conducive to learning for all children and young people;
- set high expectations of all children and young people;
- help ELC settings and schools in the identification of specific needs;
- provide professional learning for all staff on approaches that are successful in dealing with and responding to inappropriate or challenging behaviour;
- work closely with partners and parents to deliver appropriate supports;
- maintain a specialist team of Social Emotional Behavioural Needs (SEBN) professionals to work with children, young people and families and with staff.

The Psychological Service will:

- attend and contribute to the regular joint support team meetings in ELC settings and schools;
- give advice and training to staff on general approaches to promoting positive behaviour and relationships;
- help to identify possible triggers and assess underlying causes for challenging behaviours;
- give specific advice for the support of individual children and young people;
- work with parents and help families to support their children; and,
- discuss children and young people at ERG.

SEBN Team will:

- respond to referrals from the ERG;
- focus on building a positive relationship with the child or young person;
- adopt an approach of least intrusion;
- observe children and young people in different contexts and offer advice and support on how best to respond to challenging behaviours;
- support ELC settings and schools in the development of child wellbeing plans
- work on a one to one or group basis as appropriate to address particular targets;
- build capacity for inclusion, equality, achievement and developing sustainability within our ELC settings and schools;
- support ELC settings and schools to develop best practice;
- provide participative approaches that are both empowering and enabling to all children and young people, staff, families and carers;
- deliver a multi-disciplinary approach to ensure all needs are met; and,
- support Career Long Professional Learning (CLPL) for all staff in meeting social, emotional and behavioural needs.

ELC settings and schools will:

- create and sustain a nurturing ethos for children and young people, staff and parents and carers;
- establish and maintain high expectations on standards of behaviour for all stakeholders;
- teach appropriate behaviour through the curriculum, the example set by all staff and the ethos of the school;
- develop their own policy on promoting positive behaviour in line with authority and national guidance
- create stimulating and supportive learning environments for all children and young people;
- make sure children and young people are given opportunities to make their views known and listen to them;
- work with partners to support children, young people and their parents/carers and families to achieve the high standards expected for all children and young people; and,
- ensure that only staff with appropriate training are involved in Restorative Practices.

Practitioners will:

- maintain high expectations for all children and young people in terms of behaviour;
- model the behaviours that they expect from children and young people;
- follow school policy in addressing social, emotional and behavioural needs;
- maintain an ethos of nurture and support in their playrooms / classrooms;
- devise routines and rules with children and young people;
- differentiate their responses and be flexible in responding to a range of behaviours and needs; and,
- seek advice and support from appropriate staff.

Parents and carers will:

- work in partnership with and support ELC settings and schools;
- reinforce and support policy on promoting positive behaviour;
- engage with ELC settings and schools attending meetings and reviews; and,
- communicate with ELC setting and schools about any issues that may affect their child's learning.

Children and young people, as appropriate to their age, stage and needs, will:

- contribute to the development of policy;
- follow the agreed code of behaviour in their establishments and classrooms;
- engage fully in their learning in the classroom and beyond;
- show respect for their learning and that of others;
- be aware of their rights and responsibilities;
- take responsibility for their behaviour; and,

- listen to staff and other children and young people and be listened to also

6. Monitoring, Quality Assurance and Evaluating the Policy

ELC settings and schools will develop their own policy on Promoting Positive Relationships reflecting national and local guidance. The impact of this policy will be monitored and quality assured through:

- Collaborative Improvement Visits;
- reviews by Education Scotland and the Care Inspectorate, as appropriate;
- analysis of attendance and exclusion statistics;
- referrals to the Education Resource Group;
- number of children and young people accessing out of authority placements.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 20 APRIL 2023Report by Director of EducationEDUCATION SCOTLAND REPORT ON HAZELDENE FAMILY CENTRE**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Hazeldene Family Centre.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Hazeldene Family Centre; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Hazeldene Family Centre is situated in, and serves the community of Newton Mearns.
4. Hazeldene Family Centre was inspected by a team from Education Scotland in January 2023. The inspection covered key aspects of the work of the family centre and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our Early Learning and Childcare?*
5. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model. The short model evaluates 2 quality indicators, with the full evaluating 4 quality indicators.
6. The family centre was inspected using the full model.
7. The report was published in March 2023 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8. In assessing the indicators of the family centre, Education Scotland found 2 aspects of the work to be good: leadership of change; and learning, teaching and assessment. Ensuring wellbeing, equality and inclusion and securing children's progress were evaluated very good.
9. The particular strengths highlighted by the inspection team included:

- The effective leadership of the headteacher and leadership team in successfully implementing new ways of working. The strong culture of professional learning supports practitioners to improve their practice.
- Respectful, caring relationships across the setting contribute to a welcoming, supportive ethos. Senior leaders and staff use their knowledge of children very well to inform their work. All staff support children to feel secure, be curious and make very good progress across their learning.

10. This is a very good report on an East Renfrewshire establishment, with the evaluations reflecting the department's evaluation of both the quality of provision and the significant disruption caused by Covid-19 pandemic.

11. The commitment and professionalism of all family centre staff was highlighted in the Summary of Inspection Findings.

- *The team are confident in using the experiences and outcomes of Curriculum for Excellence to inform their work.*
- *Throughout the team, there is an enthusiasm for implementing ideas from professional learning and enquiry. Almost all practitioners have completed additional qualifications and professional learning linked to planned improvements.*

12. It is worthy to note that the inspection team also highlighted that almost all children were developing their communication, numeracy and mathematical skills very well. They also noted:

- *Children are making very good progress in health and wellbeing. Almost all children develop further their understanding of the importance of healthy eating as they discuss the lunch menu or help make soup.*
- *Almost all children make very good progress in exploring early concepts of science and technology. Children use toys, spinners, ramps and objects to explore forces, speed and distance.*

13. The inspection team identified 2 areas for improvement:

- Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.
- Develop further the involvement of all staff, children, and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

14. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Hazeldene leadership team to support its implementation.

15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

16. Education Scotland will make no further reports in connection with the inspection of Hazeldene Family Centre.

17. The Quality Improvement Service will revisit the family centre within 2 years of the date of publication to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

19. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Hazeldene Family Centre; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
20 April 2023

Convener Contact Details

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Appendices

1. Education Scotland report on Hazeldene Family Centre.
2. Hazeldene Family Centre Action Plan.

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28 March 2023

Dear Parent/Carer

In January 2023, a team of inspectors from Education Scotland visited Hazeldene Family Centre. During our visit, we talked to parents/carers and worked closely with the headteacher and practitioners.

The inspection team found the following strengths in the setting's work.

- The effective leadership of the headteacher and leadership team in successfully implementing new ways of working. The strong culture of professional learning supports practitioners to improve their practice.
- Respectful, caring relationships across the setting contribute to a welcoming, supportive ethos. Senior leaders and staff use their knowledge of children very well to inform their work. All staff support children to feel secure, be curious and make very good progress across their learning.

The following areas for improvement were identified and discussed with the manager and representatives from East Renfrewshire Council.

- Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.
- Develop further the involvement of all staff, children, and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

We gathered evidence to enable us to evaluate some of the setting's work using four quality indicators from [How good is our early learning and childcare?](#) Quality indicators help early learning and childcare settings, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers details of our evaluations to keep track of how well Scottish early learning and childcare settings are doing.

Here are Education Scotland's evaluations for Hazeldene Family Centre

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=2904>

What happens next?

We are confident that the setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the setting's progress as part of its arrangements for reporting on the quality of its settings.

Margaret Paterson
HM Inspector

Summarised inspection findings

Hazeldene Family Centre

East Renfrewshire Council

28 March 2023

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Key contextual information

Hazeldene Family Centre offers early learning and childcare (ELC) in a converted building. There are two playrooms on the ground floor, with an additional room on the first floor. Both ground floor playrooms have direct access to outdoor learning spaces. Children attend from the age of three until they start primary school. Parents choose from a variety of attendance patterns. The current family centre roll is 88 and all children have lunch in the setting. A team of 20 staff includes a headteacher, depute, teacher, two senior child development officers and a team of child development officers (CDOs) and playworkers. A core group of staff have long periods of service. The team have experienced changes in leadership and to practice throughout the transition from nursery school to family centre.

Throughout the COVID-19 pandemic, staff supported children and families effectively. The team staffed local services for children of keyworkers in childcare hubs. Parents and children enjoyed home learning activities. The team sustained contact and relationships with families through regular phone calls.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has a clear vision for improvement. The team work well together to focus on ensuring a high-quality experience for children. The headteacher has a realistic, focused, strategic plan for improvement. This plan builds on the strengths of the setting over time. Senior leaders support practitioners and children effectively to use the values and aims of the setting to inform their work. Practitioners are thoughtful and reflective as they work with children to support them to develop a deeper sense of belonging to the setting. The headteacher rightly plans to increase the range of opportunities for children and families to lead improvements. Practitioners are now well placed to develop further recent improvements to the planning and assessment of children's learning.
- Practitioners are positive about their work and they willingly try out new ways of working. Throughout the team, there is an enthusiasm for implementing ideas from professional learning and enquiry. Almost all practitioners have completed additional qualifications and professional learning linked to planned improvements. Practitioners should continue to work with senior leaders to evaluate the impact of changes they have made on children's learning. Senior leaders and practitioners should continue to look outwards to develop their skills and confidence in using focused self-evaluation. This will support all staff to measure progress against their agreed improvement priorities.

- Senior leaders and practitioners are progressing improvement in a carefully planned programme. This builds confidence across the team and ensures changes are implemented in a sustainable way. The team work well together. Increasingly, they use national practice guidance including 'Realising the Ambition: Being Me' (2020) to influence their work. The headteacher and teacher helpfully gather, share and use data to produce 'tracking stories' for groups of children. Keyworkers benefit from focused meetings with senior leaders, using this information to discuss the progress of individual children. Practitioners quickly identify children who need targeted support. All staff need continued support to improve their confidence and skills in gathering, analysing, and using data to inform their practice. The team shares information from new ways of working with colleagues in their cluster. The senior leadership team should continue to support the team in forming and moderating professional judgements of children's progress.

2.3 Learning, teaching and assessment**good**

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Caring, nurturing relationships between children, families and practitioners are a key feature of the family centre. Most children explore spaces and resources with confidence and interest throughout their day. Children take turns and cooperate well in small groups. Most children choose to spend extended periods of time drawing and exploring creative materials. After lunch, a few children take time to find activities that motivate them to play for longer periods. Practitioners should continue to review and adapt routines to minimise interruptions to children's free play.
- Practitioners are responsive to children's needs and interests. The team know children well as individuals. Practitioners are patient and attentive as they respond promptly to children's requests and interests. Children are beginning to explore their ideas in more depth as they respond well to open ended questions. Practitioners are skilled in using their tone of voice, body language and facial expressions to engage younger children in play. Practitioner's changes to spaces and routines, improves the balance between adult directed and child-initiated learning. A few adult directed group activities do not yet challenge all children to build effectively on their prior learning. The team should continue to develop further experiences that support children to lead their own learning and apply their skills.
- The leadership team have initiated significant changes to how practitioners plan for learning. Hard working practitioners are enthusiastic about their new floor book approaches. The team use new techniques well to record and develop children's 'big questions' about things they are curious about. Children value these books, seek them out in their play and use them to recall and explore their experiences. Practitioners should continue to improve their skills in identifying and recording observations of significant learning. The team have improved their digital skills to successfully introduce an online platform. The headteacher monitors the learning achievements of all children to ensure each child is making appropriate progress. Practitioners create and share a profile of each child's progress and achievements with parents. A few parents share what children have been learning about at home. The team recognise that it is necessary to improve how online journals identify and celebrate children's progress and next steps in learning.
- Senior leaders lead interesting work to increase practitioners' use of developmentally appropriate assessments to build a picture of children's progress. Practitioners use a local authority tracking system to link observations of children's progress to specific skills in literacy and numeracy. Increasingly, the team use information about children's skills in numeracy, mark making and receptive language to inform professional discussions about what children need from spaces, experiences, and interactions. The team should continue to build a valid, holistic picture of children's strengths and needs, that informs all aspects of their work.

- The senior leadership team supports practitioners to regularly focus and reflect on the progress of children who require additional support with their learning. Staff's improved use of data, regular meetings and implementation of specialist strategies is informed by discussions with parents and other professionals.

2.2 Curriculum: Learning and development pathways

- The work of the family centre is based on play spaces and experiences that develop children's skills and knowledge across a wide variety of curricular areas. The team are confident in using the experiences and outcomes of Curriculum for Excellence to inform their work. Children have opportunities to develop the four capacities through their play. Parents, children, and the team enjoy the events, celebrations, outings and group activities reintroduced over recent months. Children experience success and are becoming responsible citizens. The team have made important improvements to how they plan for children's learning. Practitioners demonstrate how these new ways of working are developing an improved, shared understanding of pedagogy across the team.
- Children are supported very well in the transition into the setting as they settle into their learning. Practitioners apply their knowledge of children's interests, preferences, and stage of development well. Senior leaders, practitioners and partners across the cluster create and share important information on children's progress with local primary schools. The headteacher has quickly established credibility and positive, collaborative working relationships with colleagues within and outwith the setting. A well designed programme of transition activities supports progression and consistency for children across the early level.

2.7 Partnerships: Impact on children and families – parental engagement

- The very caring and respectful relationships that practitioners have developed with families, means that parental engagement on a daily basis is very positive. Parents are actively involved in an increasing range of opportunities within the setting. Practitioners used feedback from parental consultation to reintroduce coffee and chat groups, BookBug and stay and play sessions. Senior leaders have submitted evidence to the local authority to apply for advanced 'gold' accreditation for approaches to family support.
- Parents and children can borrow a variety of home learning bags. Practitioners ensure the contents of bags focus on specific skills to target children's needs, for example, children who are bilingual. Parents are very happy to share the enjoyment of this experience at home with the setting. Practitioners should consider how children's learning at home can be built upon within the setting and reflected in greater depth using online journals. This will capture what children learn out with the setting and celebrate the engagement of the family in children's learning.
- Children have developed their understanding of global issues through the Eco-Schools Scotland programme. A local community business supports children and practitioners to increase their knowledge of Fairtrade and recycling. Children are responsible and successful in their learning as they work together to create resources to gather rainwater using recycled materials.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion**very good**

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Highly positive, respectful relationships between staff, children and their families are very evident within the centre. Practitioners have developed strong nurturing, attachments with children and know them all very well. They view children as unique individuals with a wide range of knowledge and skills. Staff consistently respond to children in a calm and loving manner. All practitioners use praise very effectively to promote children's self-esteem. As a result, children are happy, relaxed and confident within the nursery environment. During focused groups, practitioners support children very well to express their thoughts and feelings. The impact of this approach is clear as children demonstrate kindness and compassion to their friends, being aware of their emotional wellbeing.
- Almost all children are very confident in their daily routines. They are given time to enjoy their snack and lunch in a relaxed environment, where conversation with peers and practitioners is encouraged. Regular visits to the local woods motivate children to enjoy nature and explore the challenge risky play in the outdoors provides. Children, parents and staff are enthusiastic about continuing to develop outdoor learning opportunities. Weekly visits from Hamish, the wellbeing pet, is creating an opportunity for children to discuss and understand the needs of others.
- Pre COVID-19, staff had embedded the practice of creating a holistic overview of individual children using the 'Getting it Right for Every Child' (GIRFEC) wellbeing indicators. Parents completed this with senior leaders prior to children entering the setting. As planned, the senior leadership team should restore this practice. This should provide the senior management team with an opportunity to regularly discuss the wellbeing of all children with practitioners. This will help to strengthen staff's connection to care, learning and development.
- All children that have been identified as requiring additional support have an individualised plan. Positive relationships are established between practitioners and parents to guide those children's learning and development effectively. Children who require extra help are supported very well by staff to thrive and make very good progress through well-planned multi agency working. Staff implement highly effective individual strategies to ensure that solution focused approaches inform prompt interventions. This helps support children who have potential barriers to their learning. The comprehensive strategies allow them to make considerable progress at a pace that matches their stage of development.
- Senior leaders and practitioners have a sound understanding about their statutory duties in relation to early learning and childcare. They take part in appropriate training to help keep children safe. They know their roles and responsibilities to support children's health, care and wellbeing needs. To minimise the impact of recent infectious childhood illnesses, the team continues to prioritise prevention of infection in all aspects of their work.

- Children and parents benefit greatly from the family inclusive ethos within the centre. Diversity is valued and everyone is treated with respect, which promotes equality and inclusion. Practitioners demonstrate respectful relationships throughout the setting and the wellbeing of all is a priority. Differences are celebrated, and children have the freedom to explore, reflect and exhibit these through their learning. This allows them to make connections and form an understanding of the world around them.

3.2 Securing children's progress

very good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Almost all children communicate very effectively with practitioners and their friends. Children new to the setting enjoy using toys and puppets to join in with songs. A few children enjoy playing with language as they change the words of familiar rhymes. Almost all children demonstrate a keen interest in mark making. Most children demonstrate a high level of skill as they represent their ideas through detailed drawings and imaginative use of creative materials. Children have a well-developed understanding of print as they write in floor books, develop stories or make displays. All children explore fiction and non-fiction books frequently in their play. Almost all children listen attentively to stories, enjoy discussing characters and predicting what might happen next. A few children would benefit from continued opportunities to apply their skills in more challenging contexts.
- Almost all children develop their numeracy and mathematical skills very well. Children make very good use of resources to explore measure. A few children recall prior learning and read scales accurately as they balance items. Younger children enjoy exploring volume in sand and water play. A group of children use positional and directional language with understanding while using programmable toys. Children use their knowledge of number accurately during play. Children confidently gather and organise data about how they travel to the family centre, or about pets they have. A few children would benefit from increased opportunities to apply their skills independently in the routines of the day.
- Children are making very good progress in health and wellbeing. Almost all children develop further their understanding of the importance of healthy eating as they discuss the lunch menu or help make soup. Most children confidently learn to use cutlery and pour water and milk during their sociable lunch experience. Almost all children are confident and knowledgeable when talking about their own feelings. Children contribute well to discussions and activities and explore how to resolve conflicts. A few children show empathy for others as they check how others are feeling and share experiences.
- Almost all children make very good progress in exploring early concepts of science and technology. Children use toys, spinners, ramps and objects to explore forces, speed and distance. Children work well on their own or in a small group to build towers, ramps and construct complex structures together. Small groups of children enjoy responding to sound and rhythm, as they create music together.

- Staff value and respect all children and their families equally and there is an inclusive ethos. Practitioners celebrate children's achievements by displaying them in the setting. The team recognise they need to use these achievements more fully to influence their planning and inform the online profile of children's learning.
- Practitioners know children and their families very well and have a sound knowledge of their local context and community. Children participate in recently introduced group activities, targeted to those who need additional support, for example with speech and language. Practitioners should continue to measure and assess the impact that targeted interventions have on children's progress.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Hazeldene Family Centre Action Plan following Education Scotland Inspection

APPENDIX 2

Area for Improvement	Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Learning environments, (indoors outdoors and wider community), provide opportunities for spontaneous and purposeful play and provide rich, challenging experiences.</p> <p>Staff are skilled in designing learning environments that take account of the interactions, experiences and spaces on offer.</p> <p>Children have a key role in leading their own learning.</p> <p>Learning experiences challenge, motivate and engage children, helping them apply their skills and make decisions about their next steps.</p>	<ul style="list-style-type: none"> • Provide professional learning opportunities for all staff on: <ul style="list-style-type: none"> ○ Realising the Ambition ○ Role of the Adult in the environment ○ Child-led, adult-initiated and adult-led learning experiences ○ Rhythm and pace of the day for all attendance patterns • Create opportunities for staff to look outwards and visit settings of best practice. • Embed Talking and Thinking Floorbook Approach to child-led inquiry (Year 2) by: <ul style="list-style-type: none"> ○ Creating opportunities for children to talk about their learning and achievements ○ Involving children in the planning process ○ Breadth of Early Level Es and Os ○ Staff self-evaluation of Early Years Tracking Tool skills. ○ Clear 'Learning Pathways' that evidence how threads of thinking become lines of enquiry 	<p>SLT All Staff Quality Improvement Team</p> <p>MACS G. Cooke – <i>Forest Kindergarten Lead</i></p> <p>D. Riddell – <i>Muscle & Movement Lead</i></p>	<p>April 2023 – June 2024</p>	<p>Realising the Ambition CLPL Calendar Professional Reading Mindstretchers Academy Floorbooks Seesaw Forest Kindergarten Muscle and Movement</p>	<p>SLT Playroom Observations Termly Floorbook Engagement Data Leuven Scales of Involvement Learning Conversations Attendance Data Quality Conversations Staff reflections of training Woodland Floorbook/ Evidence Gathering Muscle and Movement Data Termly Floorbook Monitoring Online Profiles</p>

Hazeldene Family Centre Action Plan following Education Scotland Inspection

Area for Improvement	Develop further the involvement of all staff, children, and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Stakeholder Involvement</p> <p>Stakeholders are involved in developing a shared vision relevant to Hazeldene Family Centre.</p>	<ul style="list-style-type: none"> Review Vision, Values and Aims of the Centre through extensive consultation with children, parents, cluster colleagues and local community partners. Enable and support parents/carers to regularly engage in their children's learning at nursery. Re-establish 'Home Visits' to reduce potential barriers and ensure effective transition from home to nursery for all children and families. 	<p>All Centre Staff Family Group Stakeholders</p>	<p>April 2023 – June 2024</p>		<p>Stakeholder Evaluations Family Feedback Home Visit documentation Quality Assurance</p>
<p>Building Staff Capacity</p> <p>All staff are skilled and confident in evaluating the impact of changes on children's progress.</p> <p>All staff are skilled at using data to identify next steps for learners.</p>	<ul style="list-style-type: none"> All stakeholders are involved in the centre's approaches to self-evaluation and their views inform change and improvement. Introduce formal Tracking Meetings to ensure robust tracking of children's progress. Further develop the use of Seesaw online journals to ensure the voice of children and parents / carers is pivotal to children's progress and next steps in learning. Support and challenge staff to develop their understanding of: <ul style="list-style-type: none"> How children learn and develop Effective differentiation within early level How to use a range of assessment information to improve learning and development, and to reflect on the quality of practice. Robust tracking of children's progress Assessment data to inform next steps in learning (Year 2 Developmentally Appropriate Data Rich Culture) Build consistency and rigour of practitioner judgements to ensure learning opportunities meet the needs of individuals. 	<p>All Centre staff Educational Psychologist</p>	<p>April 2023 – June 2024</p>	<p>Staffing to allow cover from playroom floor</p>	<p>Quality Assurance Self-Evaluation processes Staff Evaluations</p>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 20 APRIL 2023Report by Director of EducationEDUCATION SCOTLAND REPORT ON CROOKFUR PRIMARY SCHOOL AND FAMILY CENTRE**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Crookfur Primary School and Family Centre.

RECOMMENDATIONS

2. Education Committee is asked to:
- a) note and comment on the contents of the Education Scotland report on Crookfur Primary School and Family Centre; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Crookfur Family Centre is part of Crookfur Primary School and is situated in a separate purpose built setting one mile away. Both serve the community of Newton Mearns and are led by the one Head Teacher.

4. Crookfur Primary School and Family Centre were inspected by a team from Education Scotland in December 2022. The inspection covered key aspects of the work of the school and family centre and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation frameworks *How Good is our Early Learning and Childcare* and *How Good is our School?*

5. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

6. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement (or the equivalent securing children's progress, in early learning and childcare settings).

7. The school and family centre were inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in February 2023 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8. In assessing the indicators of quality in the school and family centre, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement / securing children's progress.

9. The particular strengths highlighted by the inspection team included:

- The nurturing ethos and positive relationships that exist across Crookfur Primary School and Crookfur Family Centre. Led ably by the headteacher and senior leaders, children and their families feel a welcomed part of a strong community.
- Practitioners, teachers and all staff work very well as a team to help children learn and achieve. This is improving learning experiences and outcomes for all children.
- The very stimulating environment in the family centre where children have freedom to explore, create and learn through high quality play.
- Across the school, children have very good opportunities to achieve success and develop a wide range of skills through a variety of clubs, committees and groups.
- The consistently high levels of children's progress, attainment and achievement across the family centre and school.

10. This is a very good report on an East Renfrewshire establishment, with the evaluations reflecting the department's evaluation of both the quality of provision and the significant disruption caused by Covid-19 pandemic.

11. The achievements and progress of the children across the family centre and school were identified by the inspection team:

- *Practitioners place very high value on recognising and celebrating children's achievements from outside the setting. As a result, children talk about their successes with pride and take on responsibilities confidently in the playroom.*
- *Across the school, children participate in a range of committees, clubs and groups which is developing successfully their skills for learning, life and work.*

12. It was particularly pleasing that the commitment and professionalism of all family centre and school staff were highlighted in the Summary of Inspection Findings.

- *The highly reflective staff team seeks ways to improve continuously.*
- *All staff feel empowered to seek out relevant professional learning to develop their practice. They are enthusiastic about improving outcomes for children and work very well as a team.*

13. The inspection team identified 2 areas for improvement:

- Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.
- Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.

14. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Crookfur leadership team to support its implementation.

15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

16. Education Scotland will make no further reports in connection with the inspection of Crookfur Primary School and Family Centre.

17. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

19. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Crookfur Primary School and Family Centre; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
20 April 2023

Convener Contact Details

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Appendices

1. [Education Scotland report on Crookfur Primary School and Family Centre](#).
2. Crookfur Primary School and Family Centre Action Plan.

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28 February 2023

Dear Parent/Carer

In December 2022, a team of inspectors from Education Scotland visited Crookfur Primary School and Crookfur Family Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The nurturing ethos and positive relationships that exist across Crookfur Primary School and Crookfur Family Centre. Led ably by the headteacher and senior leaders, children and their families feel a welcomed part of a strong community.
- Practitioners, teachers and all staff work very well as a team to help children learn and achieve. This is improving learning experiences and outcomes for all children.
- The very stimulating environment in the family centre where children have freedom to explore, create and learn through high quality play.
- Across the school, children have very good opportunities to achieve success and develop a wide range of skills through a variety of clubs, committees and groups.
- The consistently high levels of children's progress, attainment and achievement across the family centre and school.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.
- Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Crookfur Primary School and Family Centre

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=2233>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Helen Mulholland
HM Inspector

Summarised inspection findings

Crookfur Primary School

East Renfrewshire Council

28 February 2023

Key contextual information

Crookfur Primary School is located in East Renfrewshire Council. The current roll is 508 children across 18 classes. The school roll continues to increase each year and a new extension to the main building is planned to begin in 2023. The senior leadership team consists of the headteacher, two deputy headteachers and two principal teachers. An additional principal teacher is funded using the Pupil Equity Fund (PEF) for 0.6 full time equivalent. The headteacher is responsible for the leadership and management of the associated Crookfur Family Centre. At the time of the inspection, almost all children lived in Scottish Index of Multiple Deprivation (SIMD) data zones 8 to 10. In session 2022/2023 the school received £36,750 of PEF.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across Crookfur Primary School, there is a very calm and nurturing ethos. Children are polite, friendly and interact very respectfully with their peers and staff. The headteacher and senior leaders foster a culture which reflects the school's vision and values well. Teachers create class charters with children using the United Nations Rights of the Child and promote rights-based education successfully. Children, parents and staff are proud of their school and relationships are positive. As a result, there is a strong sense of community.
- In all classes, children have useful opportunities to work independently and in groups during tasks that motivate them well. The recently introduced Crookfur Learning Powers support children to think about their learning and overcome challenges. Children choose the contexts for interdisciplinary learning. This provides them with greater ownership of their learning. A next step will be to develop this approach to provide children with further choice in planning and leading their learning.
- All staff create a positive and safe learning environment. Almost all children are confident in class and independently access resources to support their learning well. Children at the early stages, engage successfully in free play and there is a good balance of child and adult initiated learning. A few children require prompts that provide more support during play-based learning. Staff continue to use national practice guidance to develop and implement purposeful play-based approaches to develop children's curiosity and creativity.
- Overall, the quality of teaching is good with examples of very good practice. In most lessons, teachers provide learning experiences that are matched well to children's needs. Teachers should continue to ensure there is consistent use of effective differentiation across the school. This will provide more appropriate pace, support and challenge for all children, including higher achieving children. Almost all teachers provide detailed feedback in writing activities which is

helping children understand their next steps clearly. They are well placed to adopt this skilful approach to feedback across all curricular areas.

- In all lessons, teachers' explanations and instructions are clear, supporting children well to understand the purpose of tasks. All teachers use learning intentions effectively and set measures of success for children. This supports children most effectively when measures of success focus clearly on the intended learning outcomes. Across the school, all teachers should involve children more fully in creating measures of success based on learning outcomes. This will help children to have a fuller understanding of their learning and their individual next steps.
- The woodland area gives all children useful and engaging opportunities to learn outdoors regularly. Staff use outdoor spaces effectively to develop children's curiosity and encourage application of skills. Children participate successfully in the John Muir Award, Forest Schools and the Royal Society for the Protection of Birds Wild Challenge.
- In all classes, teachers use interactive whiteboards frequently. In most classes, teachers use digital technology well to extend and enhance children's learning. The school has received a Digital Schools Award. Children who are digital leaders are integral to rolling out digital technologies across the school. Children develop their skills in coding, computer-aided design and 3D printing very well. Partners support staff and children effectively to develop their digital skills. For example, children in P6 and P7 participated in a local authority coding event.
- All staff feel empowered to seek out relevant professional learning to develop their practice. They are enthusiastic about improving outcomes for children and work very well as a team. For example, during COVID-19, staff identified that children needed support with their health and wellbeing. They undertook relevant training in using nurturing approaches to support children's wellbeing successfully.
- Teachers ensure that assessment is integral to planning. They use a variety of approaches to gather evidence of children's learning in class. They provide opportunities for children to demonstrate and apply their learning in a range of contexts. Teachers also use standardised, diagnostic and summative assessments to obtain detailed information about children's strengths and next steps. As a result, teachers have a comprehensive knowledge of individual children's learning and progress.
- Teachers engage in moderation activities with colleagues in the school and across the cluster. This is supporting them well to have a shared understanding of attainment and progress within and across Curriculum for Excellence (CfE) levels, particularly within literacy and numeracy. As planned, teachers should now extend this approach to include other areas of the curriculum.
- Teachers use the local authority's planners successfully when planning children's learning in literacy and numeracy. They outline the CfE experiences and outcomes and associated key skills that children will cover, referring to the corresponding national benchmarks. In other curricular areas, teachers use an agreed combination of local authority and school formats to support effective planning. Teachers consider children's interests to ensure relevance. Teachers working at early level have recently introduced floorbooks to involve children further in planning their learning.

- Senior leaders meet with teachers termly to review planned learning. They provide helpful prompts in advance of planning meetings which support teachers well to reflect and prepare for discussions. Senior leaders and teachers consider the breadth and depth of children's learning across the curriculum. Teachers share and review the strategies they use to offer support and challenge for individuals and groups of children. Senior leaders document the outcome of these discussions which serves as a helpful record of next steps. Overall, this systematic and consistent approach to planning supports skills progression and continuity of learning for children very well.
- Senior leaders use well-planned and robust systems to track and monitor children's progress. This supports effective transitions at key points in learning including when children move into P1 and S1. Teachers record children's progress in literacy and numeracy on the local authority's tracking database. Teachers and senior leaders review a range of supporting assessment evidence about children's progress during termly tracking meetings. This is contributing to teachers' increasing confidence and accuracy when making professional judgements about children's levels of attainment. As planned, senior leaders should track children's progress in other curricular areas with the same rigour.
- Senior leaders and teachers identify clearly if children need additional support or challenge in learning. They plan universal and targeted interventions for children accordingly. They have a clear and consistent approach to this process. They maintain detailed records of children's progress and the impact of planned interventions. This is supporting children well to make progress in their learning.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Children's attainment in literacy and English and numeracy and mathematics is very good. Inspection activities confirm that overall, almost all children achieve expected CfE levels of attainment in listening and talking, reading and numeracy and mathematics. Most children achieve expected CfE levels of attainment in writing. At all stages, a considerable number of children exceed expected CfE levels of attainment in literacy and English and numeracy and mathematics.
- Senior leaders and teachers use a range of assessment data well. This supports teachers to make increasingly accurate judgements about children's levels of attainment.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking

- Across the school, almost all children speak clearly and audibly using very well-developed vocabulary. Children have very good opportunities to apply their talking and listening skills in real-life contexts through a wide range of pupil groups, clubs and committees.
- Almost all children at early level follow instructions and answer questions related to their learning tasks. They identify and generate rhyme from a given word or sound. They share their likes and dislikes confidently. Children who have achieved first level listen to factual spoken texts to identify facts and opinions successfully. They use pace, tone, eye contact and gesture well during oral presentations. At second level, children communicate their ideas to convey information clearly and listen and respond appropriately to others in group discussions.

Reading

- Most children are highly able readers across the school. Class libraries support children to read a diverse range of books suited to their tastes.
- Children who have achieved early level read familiar texts with accuracy and use their knowledge of sounds to decode unknown words. Children who have achieved first level read a wide selection of fiction and non-fiction books with increasingly complex ideas and vocabulary. Commendably, they know the difference between primary and secondary sources of information to make accurate judgements about the reliability of their research evidence. At second level, most children answer literal, inferential and evaluative questions accurately to

demonstrate their understanding of texts. They would benefit from further opportunities to find, select and sort relevant information in personal research tasks.

Writing

- Across the school, children write enthusiastically within a range of genres.
- Children who have achieved early level write at least one sentence independently and use their knowledge of sounds to spell familiar words correctly. They communicate confidently their ideas, messages, and information in writing or in pictures. Children who have achieved first level are highly engaged in using texts they have read as a stimulus for writing. They know that newspaper reports need an eye-catching headline, subheadings and captions.
- At second level, children write extended texts using paragraphs to separate their thoughts and ideas logically. They understand and apply figurative language such as similes, metaphors and onomatopoeia to engage their audience.

Numeracy and mathematics

- Overall, almost all children make very good progress in numeracy and mathematics.

Number, money and measure

- Children who have achieved early level are confident in identifying missing numbers in a sequence and using coins. They compare and describe length, height and weight using the appropriate mathematical vocabulary. Children who have achieved first level use a range of strategies to solve addition, subtraction, multiplication and division problems. A few children need support when estimating and measuring length. Almost all children working towards the end of second level are secure in rounding and using decimal fractions to three decimal places. They apply this skill to calculate exchange rates with confidence.

Shape, position and movement

- Children who have achieved early level identify confidently a range of familiar two-dimensional shapes. Children who have achieved first level explain the properties of a right angle accurately. They recognise symmetry in two-dimensional shapes and designs. At second level, children identify acute, obtuse and straight angles and apply this knowledge to calculate missing angles. A few children calculate the volume of simple three-dimensional objects.

Information handling

- Children who have achieved early level read and interpret data accurately in a real-life context. For example, they interpret a graph showing information about playtime snack choices. Children who have achieved first level gather, collate and interpret information successfully using bar graphs and tally marks. At second level, children sort, display and interpret information from a range of graphs and charts. Children should continue to develop their skills in using a range of ways to collect and present information, including through further use of digital technology.

Attainment over time

- The school's data demonstrates sustained high CfE levels of attainment in literacy and English and numeracy and mathematics over several years. This consistent trend of high attainment over time is a strength of the school.
- Senior leaders and teachers monitor closely the progress of children with barriers to learning and implement effective interventions. As a result, children make very good progress in their learning.

Overall quality of learner's achievements

- Across the school, children participate in a range of committees, clubs and groups which is developing successfully their skills for learning, life and work.
- Children across the school have very good opportunities to share and celebrate their achievements through displays, assemblies, newsletters and online platforms. Staff encourage parents to share information about children's successes outside of school. Children enjoy receiving certificates in recognition of their achievements.
- Senior leaders monitor children's participation in clubs and school committees. As identified by senior leaders, a next step is to support children to articulate more clearly the skills they are developing.

Equity for all learners

- Senior leaders use Pupil Equity Funding (PEF) very effectively to provide additional staffing and well-planned targeted support in literacy, numeracy and health and wellbeing. Children are making successful progress towards closing their identified gaps.
- All staff know children and their families well. The cost of trips is subsidised and fund-raising events are planned to ensure that financial contributions are minimal or voluntary. This ensures that all children can participate fully in school life.
- Children are developing an increasing understanding of protected characteristics such as race and gender through planned curricular opportunities and cultural events. The Parent Diversity Group is supporting this work very effectively.

Practice worth sharing more widely

Across Crookfur Primary School, children participate enthusiastically in a range of committees and groups to develop successfully their skills for learning, life and work.

Children lead responsibly in the Rights Respecting Committee, Sports' Council, Eco Committee, Pupil Council and as House Captains and Digital Leaders. The Junior Road Safety Officers recently shared their views with parents to encourage 'Safe Roads for All'. As a result of these activities, the school has achieved a Gold Sports Award, Green Flag status and a Digital Schools Award.

Peer ambassadors in Primary 7 are trained in using a toolkit to promote talking and listening and encourage other children to have a balanced mindset. These discussions support all children during periods of transition throughout the school day. As a result, peer ambassadors are developing their sense of empathy and improving their communication skills within a meaningful context.

Reading buddies develop their leadership skills very well by supporting younger children with reading. They attend training which supports them to help younger children and fosters a reading culture.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Summarised inspection findings

Crookfur Family Centre

East Renfrewshire Council

28 February 2023

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Key contextual information

Crookfur Family Centre is part of Crookfur Primary School and is situated in a separate purpose built centre over one mile away. The headteacher has overall responsibility for the centre. The children access one large well-resourced playroom, a multi-purpose dining room, a quiet room, an outdoor classroom and a large well-designed outdoor area. Children attend from the age of three until starting school. The setting is registered for 120 children and staffed for 88 at any one time. Currently, 143 children are accessing the centre in total. Children access 1140 hours of early learning and childcare through a range of placements which provide families with sessional, full day, term time and 52 week provision. All children have lunch within the setting. The depute head of centre has responsibility for the day-to-day running of the centre. There is a principal teacher, an early years teacher, a senior child development officer and 14 other staff who work as child development officers and playworkers.

The centre opened in December 2020 with practitioners and children coming together from Crookfur Nursery Class and different settings across the local authority.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Warm, nurturing relationships between children, families and practitioners are a key feature of the family centre. Almost all children are highly engaged in the exciting range of experiences outdoors and in the playroom. Children are very motivated by the well-planned environment. They are curious and engage in deep learning through play. Parents value the home visits practitioners make before children start the centre and children share their joy about these visits. As a result, all children are happy, secure and able to make choices to sustain and develop their learning.
- Practitioners are highly responsive to children's needs and interests. They know children very well as individuals, value their interests and act on what they have to say. All staff have taken part in professional learning to improve their questioning skills. As a result, their interactions with children are of a consistent high quality. Practitioners use sensitively timed questioning during their interactions to respond to children and extend their learning. This approach is helping to promote children's curiosity, independence and confidence. Practitioners use supportive prompt cards to scaffold and further enhance this development. They use a variety of digital technologies very effectively to support and enrich learning experiences for children.
- The leadership team share an informative online blog and use social media very successfully with families. This provides them with regular, up-to-date information about children's learning experiences. Practitioners use children's 'special books' very effectively to highlight each child's progress and achievements. Families have regular opportunities to make valuable

contributions to the these and make comments on children's learning. Practitioners encourage children to reflect on learning evidenced in the 'special books'. As a result, almost all children show their knowledge and skilled recall of the learning that has taken place. They show true ownership of their 'special books' and talk with enthusiasm and pride about their achievements. Senior leaders should continue with plans for children to share their pride in their significant learning with families, as it happens.

- Senior leaders have embedded highly effective approaches for discussing and sharing key features of children's learning and wellbeing. Senior leaders and practitioners engage in daily meetings to share this information. As a result, their planning is highly responsive and meets the needs of all children.
- The highly reflective staff team seeks ways to improve continuously. All staff have engaged in professional learning to improve further their approaches to planning children's learning. They have successfully introduced floorbooks which focus on increasing children's voice in planning learning. Practitioners should build on this very positive practice and explore how they can involve children and parents more fully in planning next steps in learning.
- Practitioners use effectively a helpful local authority tracker to record children's progress. Senior leaders plan to extend further this approach to support planning for next steps in learning.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress**very good**

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Almost all children make very good progress in numeracy and mathematics, communication, early language and health and wellbeing. Children are very independent in leading their own learning and making choices both indoors and outside, including trips to the local area. Almost all children are confident and enthusiastic in participating in new experiences and demonstrate a sense of wonder through their conversation and creativity. They take part enthusiastically in exciting physical play where they manage their own risks very well. The environment is set up to encourage children's independence during mealtimes. Almost all children are skilled in serving and clearing away their food. They are developing skills for life very well.
- Almost all children communicate very effectively with practitioners and each other, using a rich vocabulary. They demonstrate a keen interest in 'writing' for a purpose as they create signs, registers, and contribute to their learning journals and floor books. The majority of children show a high level of skill in their mark-making. Children enjoy and listen attentively to stories and can use story spoons to create their own imaginative stories. Almost all children recognise their own name and other common words.
- Almost all children develop their numeracy and mathematical skills very well. Children make very good use of digital learning to further their mathematical understanding of number, size and gradients. They demonstrate a high level of confidence in using positional and directional language while using programmable toys and participating in walks. They show a very good understanding of weighing and measuring while making porridge and taking part in baking activities. Children use their knowledge of numbers accurately during play and real-life experiences.
- Practitioners make very good use of real-life experiences to develop further children's early skills across all areas of the curriculum. This includes sewing, woodland walks and baking along with every day routines including mealtimes. As a result, children demonstrate high levels of creativity and cooperate well with each other during group tasks.
- Practitioners place very high value on recognising and celebrating children's achievements from outside the setting. As a result, children talk about their successes with pride and take on responsibilities confidently in the playroom. Children are keen to give their opinions and know their voices are valued. They discuss and make decisions about changes to their environment to meet their needs. For example, in the creation of additional quiet spaces and moving the dough table closer to the home corner. Children are becoming responsible citizens as they

learn about recycling and develop relationships with the residents from the local sheltered housing.

- Practitioners know children and families as individuals very well. They have a very good understanding of children's family backgrounds and individual challenges. Practitioners work relentlessly with other agencies to ensure children and families receive the support they need. They make good use of the available tracking data and as planned, should continue to develop this to further improve outcomes for children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Area for Improvement	Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Children are able to talk about what they have learned and what they are going to learn next</p> <p>Parents/carers strongly agree that they receive timely information about how their child is learning and developing and their contributions are welcomed by the family centre when making changes</p> <p>Children continue to make very good progress, building on prior learning and development</p>	<ul style="list-style-type: none"> Increased frequency of reflective conversations with a focus on skills at together time Journals shared with parents/carers more regularly, entries will include an opportunity to encourage reflection on next steps in learning Embed floorbook approach to planning through effective monitoring and evaluation Increased opportunities for parents/carers to contribute to planning and learning contexts Improve approaches to effectively gather and record information about children's wider achievements Extend use of ELC tracking tool to record progress and achievement to support planning for next steps in learning 	<p>All practitioners</p> <p>All practitioners</p> <p>Practitioners and senior leaders</p> <p>Teacher to lead</p> <p>Working group</p> <p>Practitioners and senior leaders</p>	<p>Fortnightly</p> <p>April '23 and ongoing</p> <p>April '23 and ongoing (termly) Aug 23 & termly</p> <p>April '23 and ongoing (termly) April '23 and ongoing (termly)</p>	<p>Floorbooks Learning Journals HGIOELC Questionnaires ELC tracking tool</p>	<p>Audit of Floorbooks & Learning journals (termly) Feedback from parents/carers Evidence of reflection conversations e.g. journal updates</p>

Crookfur Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to develop approaches to high quality learning, teaching and assessment across the school.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All teachers have a well-developed and shared understanding of effective learning and teaching and use this to facilitate high quality learning experiences for all children</p> <p>All teachers make effective use of assessment evidence to ensure learners experience the correct level of challenge and support, experience success and make very good progress in their learning</p> <p>Children report that they feel their work is hard enough all of the time</p> <p>Parents/carers strongly agree that their child that their child finds their learning hard enough</p>	<ul style="list-style-type: none"> • Review learning, teaching and assessment policy and guidance • Support teaching staff to reflect upon and translate policy guidance into practice • Embed collaborative quality assurance model to promote peer support and challenge • Programme of professional learning with a focus on quality learning and teaching, including play and enquiry based learning • Embed formative assessment approaches across learning. Planned programme of development around: <ul style="list-style-type: none"> ➢ Learning intentions and success criteria ➢ Providing effective feedback ➢ Approaches to effective differentiation 	<p>All teaching staff</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>ERC Learning, Teaching & Assessment PT</p>	<p>By Aug '23</p> <p>Aug '23 & ongoing</p> <p>Termly</p> <p>Aug '23 & ongoing</p> <p>Aug '23 & ongoing</p>	<p>ERC Learning, Teaching & Assessment reference group and associated materials</p> <p>Realising the Ambition:Being Me</p> <p>Adventures with Alice Vol1-3</p> <p>Shirley Clark</p> <p>"Effective Formative Assessment"</p> <p>HGIOUS</p> <p>HGIOS4</p>	<p>Feedback and evaluations from teachers</p> <p>Planning documentation</p> <p>Observations</p> <p>Quality assurance processes</p> <p>Policy documentation</p> <p>Learning visits</p> <p>Professional dialogue</p> <p>Sampling pupil work</p> <p>Attainment and progress data</p>

Crookfur Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Learners' experiences are enriched by opportunities to develop creativity, curiosity and enquiry</p> <p>Children have increased opportunities to take responsibility for their own learning, successes and achievements, supporting their development of the 4 capacities.</p> <p>Skills are recorded, tracked and celebrated across the BGE.</p>	<ul style="list-style-type: none"> Look outwards to identify best practice in opportunities for children to have choice in planning and leading learning Embed and extend approaches to floorbook planning promoting children's voice in planning and evaluating learning Review approaches to curriculum planning and tracking of interdisciplinary learning with a focus on skill progression. Develop systematic approach to assessment and moderation in other curricular areas (IDL) Embed programme of learning conversations with children which focus on developing the language of learning, incorporating meta skills and Crookfur Learning Powers 	<p>Senior leaders and ERC education dept./ West Partnership</p> <p>DHT to lead</p> <p>Short life working group (senior leaders and teachers) Pupil leadership team</p> <p>Short life working group (senior leaders and teachers)</p> <p>DYW lead and all teaching staff</p>	<p>By Dec '23</p> <p>Aug '23 and ongoing</p> <p>By March '24</p> <p>By March '24</p> <p>Aug '23 and ongoing (termly)</p>	<p>West Partnership Local authority Education Scotland guidance documentation and CLPL ERC Curriculum Reference Group documentation and materials</p>	<p>Professional dialogue Evaluated floorbooks and planning IDL planning frameworks Feedback from children Tracking data Evidence of learning Moderation documentation</p>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE20 April 2023Report by Director of EducationDRAFT HOME TO SCHOOL TRANSPORT POLICY**PURPOSE OF REPORT**

1. The purpose of this report is to update elected members on the draft Home to School Transport policy and seek approval to undertake a non-statutory consultation with stakeholders.

RECOMMENDATION

2. Elected members are asked to:
- a. Note the draft Home to School Transport policy;
 - b. Approve the Director of Education to proceed with a non-statutory consultation on the draft home to school transport policy; and
 - c. Ask the Director of Education to report on the non-statutory consultation at Education Committee on 8 June 2023.

BACKGROUND

3. The Education (Scotland) Act 1980 defines the statutory responsibilities of local authorities with regards to the provision of home to school transport for pupils attending their establishments. The Act specifies that transport is to be provided for children residing within an authority, aged up to 8 years old who live 2 or more miles away from their allocated school, and for those aged over 8 who live 3 or more miles from their allocated school.

4. Within East Renfrewshire, school transport is provided on a more generous basis than that specified in the Act. The Council makes provision for school transport for all East Renfrewshire resident primary school pupils who reside 2 or more miles from the allocated school, and all secondary school pupils who reside 3 or more miles from the allocated school. All distances are based on the shortest safe walking route and are assessed by the Education Department's Health and Safety Advisor in line with the West of Scotland Road Safety Forum Guidelines.

5. School transport is not provided by the Council for successful placing requests, regardless of location of residency and distance from the school allocated.

6. The current eligibility criteria for accessing school transport have developed as a result of previous Council decisions. From the transfer of responsibility for school transport from Strathclyde Regional Council to the Council in 1996, school transport was made available for primary school pupils who lived 1 mile or more from the allocated school. In February 2006, the decision was taken by Council to increase this distance to 2 miles and this applied from the beginning of the 2006/7 school session. A 'Pay & Go' scheme was introduced to enable

pupils no longer provided with transport to pay for the service, however, this was withdrawn in 2010 due to low uptake. The distance for secondary school pupils has always been set at 3 miles and no changes have been made to this.

7. Mainstream school transport is currently provided through a range of different types of transport provision across the authority, including through dedicated buses, public service buses, train services and private minicab services. School transport is currently delivered by a range of different providers, managed by the Council's transport partner SPT on behalf of the Education Department.

8. In addition to mainstream school transport, the Council has additional responsibilities under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) to identify, provide for and review the additional support needs of pupils. Under this duty, the Council is required to ensure that consideration is given to the need for school transport provision to support pupils to travel to and from school.

9. Given the variety of additional support needs across the authority, a wide range of different types of transport provision are in place, primarily serving pupils attending specialist provision at Isobel Mair School, the Williamwood Communication and Support Service and the Carlibar Communication Centre. In addition, provision is also available for individual pupils attending a number of different schools across the authority where there is an assessed need. The majority of ASN school transport is managed on an individual contract basis by the Education Department, comprising internal transport and individually contracted private services.

10. The existing school transport policy is limited in its scope and does not cover the wide range of circumstances which can influence whether school transport is to be provided. With an increasing demand for school transport provision, often very complex in nature, it is considered necessary to implement a codified home to school transport policy to provide greater clarity for all stakeholders.

REPORT

11. The draft Home to School Transport policy is provided in appendix 1. The draft policy is based on the existing practice in place across school transport provision and is intended, primarily, to bring all existing practice in to a single, accessible document.

12. In addition, following on from the ASN and Gaelic Medium Education (GME) reviews undertaken within the Education Department and the subsequent recommendations, including the introduction of an additional communication service operating from Carolside Primary School and a new GME provision at Thornliebank Primary School, the draft policy seeks to streamline existing transport provision, ensuring greater consistency across all schools within East Renfrewshire.

13. The draft Home to School Transport policy is based on a number of key principles, set out in the introduction to the document. The key principles are based on: meeting pupil needs; minimising transport time; ensuring Best Value; and looking forward to the Council's future commitments around Get to Zero and the wider environmental agenda. All transport provision, as defined in the draft policy, is aimed to be delivered in line with these key principles and in line with the Council's statutory responsibilities.

14. In developing the draft policy, the department has sought to align closely with the [Scottish Government's School Transport Guidance](#), refreshed in September 2021. In addition,

the draft policy has been benchmarked against similar existing school transport policies in place across various other local authorities.

15. Whilst the introduction or alteration of a Home to School Transport policy does not require a consultation to be undertaken, it is proposed that a non-statutory consultation be undertaken with appropriate relevant stakeholders. The Education Department will consult with Parent Councils, pupils and staff on the proposed new home to school transport policy.

16. The consultation period will run from Monday 24th April 2023 until Friday 19th May 2023. The results of the consultation will be analysed, with feedback incorporated in to the draft policy. A subsequent report will be submitted to the meeting of Education Committee on Thursday 8th June 2023, with approval sought for the finalised Home to School Transport policy. This will ensure that the new policy is in place for the beginning of the 2023/24 school session in August.

FINANCE AND EFFICIENCY

17. Home to school transport is currently funded through existing budgets within the Education Department. Due to the high rates of inflation over the last year, the existing budgets have come under increasing pressure as a result of increased fuel and contract prices. It is not anticipated that the draft policy, when implemented, will have a significant impact on the existing school transport budgets.

18. The Education Department is committed to fulfilling its statutory duties both to provide home to school transport for those who are eligible whilst also ensuring that we meet our commitments towards Best Value.

CONSULTATION

19. The purpose of this paper is to seek approval for the undertaking of a non-statutory consultation with stakeholders for a period of 4 weeks. This non-statutory consultation will look to engage the views of parents, pupils and staff with regards to the provision of school transport, with feedback informing an updated policy. The consultation process will specifically engage with pupils and staff in ASN provision within East Renfrewshire, including within Isobel Mair School, the Carlibar Communication Centre and the Williamwood Communication and Support Service.

20. In addition, the department has consulted with both the Housing Service within the Environment Department and the Health and Social Care Partnership given the involvement in requesting and funding transport arrangements.

IMPLICATIONS OF THE PROPOSALS

21. The Education Department will seek to consult with all relevant stakeholders on the draft Home to School Transport policy. All views received through the consultation period will be analysed and will inform the development of a final transport policy document, to be considered by Education Committee on 8th June 2023.

22. The implications of the draft home to school transport policy, if approved, are set out in the policy itself, detailed in appendix 1. An Equality and Fairness Impact Assessment will be undertaken on the final version of the policy.

CONCLUSION

23. The draft Home to School Transport policy seeks to update and codify the existing practice in place in the provision of transport for pupils attending schools across East Renfrewshire.

24. Given the importance in ensuring that home to school transport meets the needs of pupils, it is proposed to undertake a non-statutory consultation with pupils, in addition to staff and parents, over a 4 week period. All feedback will be considered carefully and inform the development of the final policy which will be brought to the next meeting of Education Committee for further consideration and approval ahead of the new school session.

RECOMMENDATIONS

25. Elected members are asked to:

- a. Note the draft Home to School Transport policy;
- b. Approve the Director of Education to proceed with a non-statutory consultation on the draft Home to School Transport policy; and
- c. Ask the Director of Education to report on the non-statutory consultation at Education Committee on 8 June 2023.

Mark Ratter
Director of Education
20 April 2023

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Appendices
Appendix 1. Home to School Transport Policy – March 2023

Home to School Transport Policy – March 2023

Introduction

The provision of an effective school transport system is an important responsibility of the Education Department and contributes towards our vision of *Everyone Attaining, Everyone Achieving Through Excellent Experiences*.

The Education Department's School Transport Service has responsibility for ensuring the provision of home to school transport, making sure all eligible pupils are able to travel to and from school safely. The School Transport Policy outlines the eligibility criteria, provision and responsibilities for school transport for pupils accessing both mainstream and ASN schools.

All school transport provision is arranged in line with the Council's statutory responsibilities, set out in legislation, most notably through the Education (Scotland) Act 1980¹.

This policy relates to transport between a pupil's home address and the school. Transport throughout the school day, for example, school trips or transport for consortium arrangements are not in the scope of this policy.

Principles of School Transport

In providing school transport, the Education Department will consider our responsibilities under each of the four key principles:

- All school transport is put in place to meet the needs of pupils first and foremost. It is not intended to address any parental or childcare need.
- School transport will be provided in a way which seeks to minimise the time pupils spend being transported to and from school where possible.
- School transport will be organised in line with the Council's statutory responsibilities in ensuring Best Value.
- The Education Department will be mindful of the Council's environmental responsibilities and commitments in the provision of school transport.

¹ Section 51 of the Education (Scotland) Act 1980 sets out the legislative duties in the provision of school transport. Section 42 of the Act sets out the distance criteria for walking distances, whereby transport must be provided.

Mainstream Transport

1. Legislative

- 1.1. The Education (Scotland) Act 1980 sets out the legislative basis on which school transport requires to be provided. The Act specifies that transport provision is to be provided for children aged up to 8 years old who live 2 miles or more from their allocated school and for those aged over 8 who live 3 miles or more from their local school.
- 1.2. Transport is only required to be provided to the allocated school and where a pupil attends an alternate school, by means of a successful placing request, transport does not require to be provided.

2. Eligibility for School Transport within East Renfrewshire

School transport is provided for pupils to support their travel to and from school in the following circumstances:

2.1 Distance

- 2.1.1 The pupil lives 2 miles or more from their allocated primary school via the shortest safe walking route.
- 2.1.2 The pupil lives 3 miles or more from their local allocated secondary school via the shortest safe walking route.

2.2 Redirected Pupils

- 2.2.1 Where a pupil is redirected from their catchment school to an alternative school and where they reside beyond the normal distance eligibility criteria, transport will be provided.
- 2.2.2 This transport will only be provided for the period in which the pupil is redirected. In the event that a redirected pupil is offered a place at their catchment school as a consequence of a place becoming available, but the parent/carer or young person decides to remain at the redirected school, in such situations, the child will no longer be regarded as a redirected child and will be removed from the redirected list; school transport will cease to be provided.

2.3 Exceptional Support

- 2.3.1 In exceptional circumstances, where a pupil faces challenges with travelling to school due to a significant medical condition or injury, a request for short term transport can be made. This may include where a pupil has sustained an injury or is experiencing another significant medical condition.
- 2.3.2 Any request should initially be made to the school directly to consider what support may require to be made available.
- 2.3.3 As part of assessment, the ability of the parent or carer to support the pupil's transport to school will be taken into consideration. In addition, medical evidence may be requested to support the application for time-limited school transport.
- 2.3.4 Where any such requests are granted, they will be reviewed on an ongoing basis and will only be awarded for a period of up to 3 months.

3. Safe Walking Routes

- 3.1. Where required, safe walking routes will be assessed by the Education Department's Health and Safety Advisor, in line with the West of Scotland Road Safety Forum Guidelines. The distance will be measured from the entrance to a property's garden to the nearest suitable entrance to the school grounds.
- 3.2. Any appeal on the suitability of an existing safe walking route can be made to the Education Department's School Transport Service. Where a material change has occurred in the route, this will be reassessed in line with the above outlined process.
- 3.3. Where a route has been assessed as a safe walking route by the department's Health and Safety Advisor and is less than the distance limit outlined above, transport will not be made available.

4. Privilege Transport

- 4.1. The Local Government in Scotland Act 2003 enables local authorities to make any surplus capacity on any existing school transport available for purchase by pupils with no other existing eligibility. Within East Renfrewshire, this is known as privilege school transport. Privilege transport will only be made available where there is no additional cost to East Renfrewshire Council.
- 4.2. Privilege school transport is only available where there is surplus capacity on any existing school transport and, as such, is not available for all schools. Where privilege school transport is able to be made available, the capacity is limited and it is often not possible for all requests to be granted.
- 4.3. There is no right or guarantee to privilege school transport and it is always awarded on a temporary basis. Access to privilege transport does not confer any ongoing right to this service in subsequent years.
- 4.4. Privilege school transport is only made available after all pupils with an eligibility have been granted a place at the beginning of a new school session. Following this process, where surplus spaces are available, details will be advertised on the Council's website and communicated through individual schools. Applications for privilege school transport can be made directly to the Education Department's School Transport Service.
- 4.5. All pupils wishing to access privilege transport are required to submit an application for each school session. This includes pupils who have previously used the service.
- 4.6. Privilege transport is allocated by means of a ballot of all received applications. Full details on the allocation of places is available through the scheme's terms and conditions.
- 4.7. A daily charge is applied for pupils access privilege school transport. Where this charge is not paid, the service will be withdrawn.
- 4.8. Any privilege school transport is allocated on a termly basis. Due to the needs to ensure that those with an eligibility to school transport can be accommodated on existing school transport, it is not possible to guarantee that privilege school transport will continue beyond any existing allocation. In exceptional circumstances, it may be necessary for privilege school transport to be withdrawn during a school term.
- 4.9. The terms and conditions for the privilege school transport scheme are available on the Council's website and will be shared with all parents/carers accessing the scheme.

5. Placing Requests

- 5.1. There is no school transport for pupils attending an alternative to their allocated school by means of a successful placing request.
- 5.2. School transport is not available for pupils residing out with East Renfrewshire Council.
- 5.3. Where an East Renfrewshire resident pupil attends either Calderwood Lodge Primary School or Thornliebank Gaelic Primary School by means of a successful placing request, transport will be provided where the pupils resides 2 or more miles from either school, due to both schools' authority wide catchment area.

6. Out of Authority Provision

- 6.1. School transport will not normally be provided in circumstances where a pupil attends a school outwith East Renfrewshire.

Gaelic Medium Education Provision

- 6.2. Where a pupil attends GME provision which is not offered within East Renfrewshire, transport will be provided.

7. Early Learning & Childcare Transport

- 7.1. Transport is not provided for children attending early learning and childcare. Families are able to access a range of different types of locally available provision within their Early Learning and Childcare Community.

8. School Transport Provision

Types of Provision

- 8.1. The Education (Scotland) Act 1980 indicates that school transport can be made available through a range of different types of provision. This includes, but is not limited to: dedicated school buses, service buses, trains or individual or shared minicab services. Where a service (or public) bus or train is used, a pass will be provided where required.
- 8.2. Where an appropriate public service bus is available, this may be allocated as school transport provision. In such circumstances, the pupil would be expected to use the National Entitlement Card to access this service.
- 8.3. Where alternative provision is not available, in exceptional circumstances, the Education Department may also offer mileage costs to parents/carers who are able to transport their own children to school. Any such request for mileage should be submitted to the School Transport Service and will be considered in line with the principles outlined in the policy.
- 8.4. Where a pupil has an eligibility to transport, it will be made available via the provision outlined above. All transport will be allocated in line with the needs of the pupil. There is normally no choice offered in the type of provision that would be preferred.

Collection and Drop-off Locations

- 8.5. Pupils will be required to travel to and from a designated pick-up/drop-off location to access school transport. This distance will be in line with the existing distance criteria outlined in sections 2.1.1 and 2.1.2.

- 8.6. Parents/carers are responsible for pupils' safe travel to and from the allocated location. Where a pupil is unable to travel to and from the location independently, the parent/carer must ensure that appropriate arrangements are put in place.²
- 8.7. School transport will not normally collect and drop-off pupils from an individual home address.

Transport outwith Normal Hours

- 8.8. School transport will normally cover a return journey on each school day; to school in the morning and back to the drop off location in the afternoon. Arrangements may be made by schools to cover pupils taking part in activities outwith the course of a normal school day; however this will be considered on a case by case basis. The costs of additional transport accrued because of extra-curricular provision will not normally be met by the Council.
- 8.9. School transport will not normally be provided for pupils attending appointments through the course of the school day and it would be the responsibility of the parent/carer to arrange for transport in such circumstances.

Applying for Transport

- 8.10. Applications for school transport are only required to be made for pupils starting either P1 or S1. There is no requirement for an annual application to be made.
- 8.11. Where a family's circumstances change, for example, moving to a separate address or different school, an application for school transport can be made on the Council's website. It is the responsibility of the parent/carer to inform the school of any changes to their home address and this must be submitted as quickly as possible.

Accessing Transport

- 8.12. Where a pupil is accessing a public service, they will be required to have a valid National Entitlement Card. This card provides free access to bus travel and, where necessary, a train pass will be allocated to this card.
- 8.13. Responsibility for applying for and maintaining this card sits with individual parents/carers and pupils. Where a pupil loses or forgets their card, they may be charged for or denied travel. A lost card should be reported to the Education Department to ensure the existing travel pass is deactivated.

Escorts

- 8.14. Escorts will not normally be present on mainstream school transport services.

Cancellations

- 8.15. Where a pupil travels via a minicab or small vehicle service and is not requiring school transport for a particular day, notice should be provided to the driver of the vehicle wherever possible. Where this is not possible, the School Transport Service should be advised as far in advance as is possible.

² Scottish Government, *School Transport Guidance* (2021), para 8

ASN Transport

Transport may be provided for pupils who have an additional support need which means they need help travelling to and from school.

“Getting school transport right and making it accessible to all can be an enabler for many young people to reach their full potential and live fulfilling and independent lives. The journey to and from school should not be underestimated in the role that it plays in building confidence in young people to travel more independently, which may help them access higher and further education and, ultimately, support with employment.”³

9. Legislative Context

- 9.1. Local authorities have duties under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) to identify, provide for and review the additional support needs of their pupils. Additional support may be required to overcome needs arising from the learning environment; health or disability; family circumstances; or social and emotional factors.
- 9.2. Under this duty, local authorities should consider if a pupil has been assessed as having additional support needs whether this would also include the need for school transport.

10. Accessing School Transport

- 10.1. School transport is primarily provided for pupils based on the distance which they live from their catchment school. However, in addition to the distance criteria, school transport can be provided due to:
 - Placement within a school
 - Additional support needs
- 10.2. The distance criteria applies to all children, whether attending a mainstream or ASN school, however, in some circumstances, it may be that a pupil will be considered for transport due to their additional support needs as detailed below:
 - The pupil has a physical or sensory impairment or a severe, profound or multiple learning difficulty which requires specialist transport arrangements;
 - The pupil has a disability which prevents them from accessing the transport generally available to take other pupils to the school;
 - The pupil attends a specialist provision or school (distance criteria will still apply);
 - In exceptional circumstances, the parent/carer is unable to transport the pupil to school.

Placement within a School

- 10.3. Where a pupil is placed in a school which is not their catchment school and the distance between the residence and school is greater than the distance criteria, transport will be provided. This applies to pupils attending Isobel Mair School, Carlibar Communication Service, Carolside Communication Service, and Williamwood Communication Support Service.
- 10.4. Transport will not normally be provided for those pupils who reside within the distance criteria. Only in cases where a pupil is assessed as requiring school transport (section 9.5) would this be provided.

³ Scottish Government, *School Transport Guidance* (2021), para 24

Assessment for School Transport based on Additional Support Needs

- 10.5. Where a pupil does not have eligibility for school transport based on the distance criteria, the parent/carer can request school transport be provided where there are additional support needs. It is acknowledged that whilst many children will be able to make use of mainstream transport to travel to and from school, ensuring inclusion and encouraging independence, this may not be appropriate for all pupils.
- 10.6. Where a parent/carer wishes to apply for an assessment for school transport, they should initially contact the school directly who will provide an application form to be completed. In considering applications and determining individual transport needs, recommendations from: school staff; Psychological Services; and community and allied health professionals may be considered. Information from parents/carers will also be considered as part of this process.

11. Transport Provision

Types of Provision

- 11.1. For pupils accessing ASN transport, this will normally be provided through either a private shared minicab service; a larger minibus vehicle; or an adapted minibus or other such vehicle. The specific type of vehicle provided will be suitable for the assessed needs of the pupils travelling. All legislation regarding the safety of wheelchair users is considered in allocating school transport. In addition, current guidelines around the safe transportation of oxygen are also adhered to at all times.
- 11.2. Where a pupil has an eligibility to transport, it will be made available via the provision outlined above. Emphasis will be placed on the safety, sensitive care and comfort of the pupil travelling. There is normally no choice offered in the type of provision that would be preferred. Should the needs of a pupil change to the extent that they require alternative transport provision, this should be discussed in the first instance with the school directly. This may require to be assessed before any changes can be implemented.
- 11.3. The type of vehicle used will also be informed by the number of pupils from the local community also requiring to access the service. This will be balanced with the need to ensure that time spent on school transport remains appropriate. This will be reviewed on an ongoing basis and the allocated transport may be altered throughout the session where improvements to journey times can be made.
- 11.4. Consideration will be given to a parent/carer transporting a pupil to school where they have access to a Mobility vehicle. This is particularly suitable for those pupils with an adapted or specialist vehicle. Where this arrangement is in place, the parent/carer will be provided with a mileage rate. This will be in line with the Council's mileage rate paid for staff travel.

Out of Authority Provision

- 11.5. Where a pupil has been placed in a school outwith East Renfrewshire, transport will be provided. This transport may be shared where more than one pupil is attending the same school.

Collection & Drop-off Locations

- 11.6. Pupils will normally be required to travel to designated collection and drop-off locations to access school transport. Parents/carers are responsible for making arrangements for the pupil's travel to and from the pick-up/drop-off location. The parent/carer should consider the appropriateness of any pupil travelling to this location independently and, where they are unable to do so, the parent/carer must ensure that appropriate arrangements are in place.⁴
- 11.7. Appropriate locations will be identified within close proximity to the pupil's home address. All locations will be accessible via a safe walking route from the pupil's home address and, where possible, will be based at existing bus shelters. This will provide shelter in the event of inclement weather whilst waiting to be collected.
- 11.8. Consideration will be given to establishing alternate locations, for example at a local school, where this is more appropriate and accessible. Parents/carers can make such requests to the School Transport Service. Such arrangements will only be possible on the provision that there is no detrimental impact to the wider operation of the service.
- 11.9. Only where a pupil has been specifically assessed as unable to travel to and from the pick-up/drop-off location will consideration be given to arranging a collection at or near the home address. It is automatically assumed that all children attending Isobel Mair School will meet this threshold and will therefore all be collected and dropped off at their home address.
- 11.10. Where a parent/carer is not at the allocated location/address at the end of the day to collect the pupil, and no alternate arrangements are in place, the driver or escort will initially look to establish contact with the parent/carer to arrange for them to collect their child. In the event that contact is not made and no alternative provision is in place, the driver/escort will contact the Education Department who will identify an appropriate drop-off location in conjunction with HSCP colleagues.

Escorts

- 11.11. Escorts will only be provided on any school transport to look after pupils specifically assessed as requiring supervision. This may include medical or safety needs.
- 11.12. Whilst an escort may offer support to a pupil in accessing the vehicle, they will not collect a pupil from a home address or undertake any such similar duties.
- 11.13. Escorts will normally only be provided on larger vehicles on which a number of pupils travel. In smaller vehicles, there is normally no requirement for an escort to be provided.
- 11.14. Appropriate training and support is available for all escorts (including those employed by East Renfrewshire Council and those on contracted services) to ensure the ongoing safety of all pupils travelling on dedicated school transport.
- 11.15. Where more specialist support is required due to more complex individual needs, this will be considered on a case-by-case basis in consultation with health professionals.

Applications

- 11.16. For the majority of pupils accessing ASN school transport, there is normally no requirement for an application to be submitted. The provision of transport is normally arranged by the School Transport Service on confirmation of the pupil's attendance at the specific school.

⁴ Scottish Government, *School Transport Guidance* (2021), para 25

- 11.17. Where there is no assumed eligibility to ASN school transport, an application for provision can be made through the Council's website or by contacting the school directly.

Cancellations

- 11.18. It is required that parents/carers contact the operator if the pupil does not require school transport due to illness or other reasons to avoid any undue cost to East Renfrewshire Council. Where this is not possible, parents/carers should contact the School Transport Service directly.

Administration of Medication

- 11.19. Medication cannot be administered by operators or escorts under any circumstances unless they have been fully trained and authorised by the Education Department to do so in respect to the specific pupil. Operators should be advised of any medical condition which may impact on the pupil during the course of the journey.

12. ELC Transport

- 12.1. Transport is not normally provided for children attending early learning and childcare. Any exceptional requests for pre-school ASN transport to a specialist service will be considered by the Early Years Intervention Group (EYIG).

Temporary & Short Term Transport

13. Transport may occasionally require to be provided for pupils who would not normally qualify under the school transport policy. This can be for a variety of reasons, including but not limited to:

- Short term injury impacting mobility (section 2.3)
- Housing referrals
- Social work referrals

- 13.1. Where a pupil is displaced from their home address, for example due to domestic violence/crisis, homelessness or foster/kinship care arrangements, transport may be provided in the short term to enable the pupil to continue to attend their school. It is recognised that this continuity will be important during such challenging periods. The need for transport will be considered by the Education Department in conjunction with the pupil's school. Any such requests will require to be supported by the relevant service (for example, social worker or housing officer). It is essential any such requests are supported by the appropriate Head of Service/Senior Manager within the relevant service.

- 13.2. Where the need for transport is agreed by the Education Department, signed off by the Head of Service/Education Senior Manager, consideration will initially be given to any existing transport options available. This will be through the availability of public transport options. It is possible that existing public transport could provide a link to other existing school transport services which may be able to be accessed. A parent/carer may be asked to consider alternative means of transport to support the pupil's journey to and from school, including support from other families. It is only in exceptional circumstances that dedicated transport will be made available.

- 13.3. Where there are any additional costs associated with the provision of such transport, the relevant service, either Housing Services or Social Work Services, will be liable for 50% of the cost of the provision. This will be agreed in advance of the transport being made available and will require to be approved by an appropriate senior officer in the respective department.
- 13.4. Any transport provided under such arrangements will be in place for an initial period of up to 4 weeks. The arrangement must be reviewed following each 4 week period up to a maximum of 3 months. It is expected that alternative transport arrangements will be established in advance of the end of the 3 month period. Where transport arrangements are required beyond the 3 month period, this will require to be approved by a Head of Service following consideration of any exceptional circumstances.

Pupil Behaviour when Accessing School Transport

14. Parents/carers have a vital role in working alongside the Education Department to make sure school transport is safe and accessible for all eligible pupils. Parents/carers should encourage all pupils to behave appropriately at all times when accessing school transport and emphasise the importance of safety, reminding pupils to be vigilant when boarding or leaving school transport. Where pupil behaviour is consistently unacceptable, the department may suspend access to school transport, with the parent/carer assuming responsibility for their children travelling to and from school.

Parent/Carer Responsibilities

15. Parents/carers have a number of responsibilities in ensuring that pupils are able to access school transport safely.
- 15.1. It is the responsibility of the parent/carer to ensure pupils can travel to and from the transport pick up and drop off location safely, and ensure that there is someone at home to receive them. Where a parent/carer has a concern about their child's ability to travel independently to any pick up location, they should ensure appropriate arrangements are put in place.
- 15.2. For those circumstances in which a parent/carer considers their child able to travel independently, they must ensure that they prepare them by ensuring they are aware of and follow the safest walking route, crossing at the most appropriate places and behaving responsibly whilst waiting to be picked up. In such circumstances, parents/carers must ensure that they have discussed with their child what to do if the transport does not arrive or if they fail to access the transport for any particular reason.
- 15.3. Where, as a result of persistent inappropriate behaviour, school transport provision is withdrawn, the parent/carer will assume responsibility for making and/or paying for alternative transport provision.

Contractual Arrangements & Conditions

16. Contracts & Procurement

- 16.1. School transport is delivered by a number of different providers, contracted through the Council's transport partner SPT and by the Council directly. Each provider is required to align with the Council's procurement specifications. This includes specifications around the operation of the contract, safety of the provision and vehicle specifications.

- 16.2. All drivers and escorts are required to complete a PVG Disclosure process to ensure the safety of all pupils accessing school transport. This is monitored by SPT and individual providers as part of the condition of the contract.
- 16.3. The Education Department works with SPT and individual providers to monitor performance and ensure compliance with contract specification. Where a provider is not meeting the contract specification, for example due to time delays, either SPT or the Education Department directly will engage with the provider to monitor performance and seek improvements where possible.

17. Vehicle Timetable

- 17.1. Tender specifications normally allow a 10 minute time band within which pupils must be picked up or set down with the middle of the band being the preferred time. Given the volume of traffic at the beginning and end of the school day, there can be occasions where school transport is unavoidably delayed.
- 17.2. The Education Department expects all pupils to arrive at school before the start of the school day and all timetables are designed to achieve this. Unfortunately, at the beginning of each session, there can be a degree of short term disruption as providers and pupils adjust to new routes. Whilst in most cases this will resolve itself very quickly, where this is not the case, the Education Department will work with providers to ensure any necessary adjustments are made.

Complaints

18. Where a parent/carer or pupil is unhappy or concerned about school transport provision, they should follow the department's complaints procedure.
 - 18.1. For mainstream school transport, complaints should initially be made to the pupil's school directly. The school will record the complaint and send it on to SPT who will investigate the complaint with the operator directly. The complaint may also be sent directly to SPT, using their own complaints policy. Where the issue cannot be resolved by the school in conjunction with SPT, the complaint can be raised directly with the Education Department. This should be completed in line with the Council's complaints policy, available online.
 - 18.2. For complaints related to the provision of ASN or temporary transport, these should initially be raised with the pupil's school who will aim to offer an initial resolution. Where the issue is not resolved, the complaint should be raised through the Council's complaints procedure, available online.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE20 April 2023Report 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 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.

5. 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.

6. 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.

7. In East Renfrewshire, all families applying for 1140 hours of funded ELC for eligible children have been able to access this since August 2020. Full implementation, which includes the provision of food at lunchtime, has been ongoing since August 2021.

REPORT

Quality

8. Quality is at the heart of the delivery of funded Early Learning and Childcare (ELC) entitlement. ELC settings are subject to scrutiny by two separate inspection bodies. The Care Inspectorate re-introduced routine inspection activity following the Covid-19 pandemic in August 2021. This session 2 local authority settings and 2 Funded Providers have been inspected by the Care Inspectorate to date.

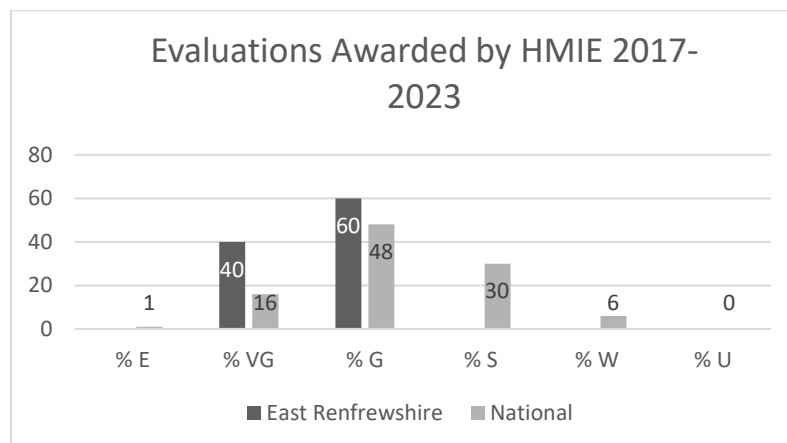
9. Education Scotland (HMIE) recommenced their inspection regime in August 2022 and have visited 4 local authority settings. The reports have been published and shared with Education Committee separately for; Madras Family Centre, Crookfur Family Centre and Hazeldene Family Centre. The report for Braidbar Nursery Class is not yet published. The high quality of ELC provision in each setting was recognised by the inspection teams, Table 1 below indicates the grades awarded against each quality indicator inspected.

Table 1

Setting	Leadership of change	Learning, teaching and assessment	Ensuring wellbeing, equality and inclusion	Securing children's progress
Madras Family Centre	Good	Good	Very Good	Good
Crookfur Family Centre	Not assessed	Very Good	Not assessed	Very Good
Hazeldene Family Centre	Good	Good	Very Good	Very Good

10. These evaluations compare favourably with the national picture in ELC inspections since 2017/18 as shown in Chart 1 below.

Chart 1



11. In order to deliver funded places ELC settings are 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. In recognition of the challenges posed by the pandemic, the Scottish Government provided some flexibility for providers, through publication of Interim Guidance on Funding Follows the Child and the National Standard which remains in place for session 2022/23.

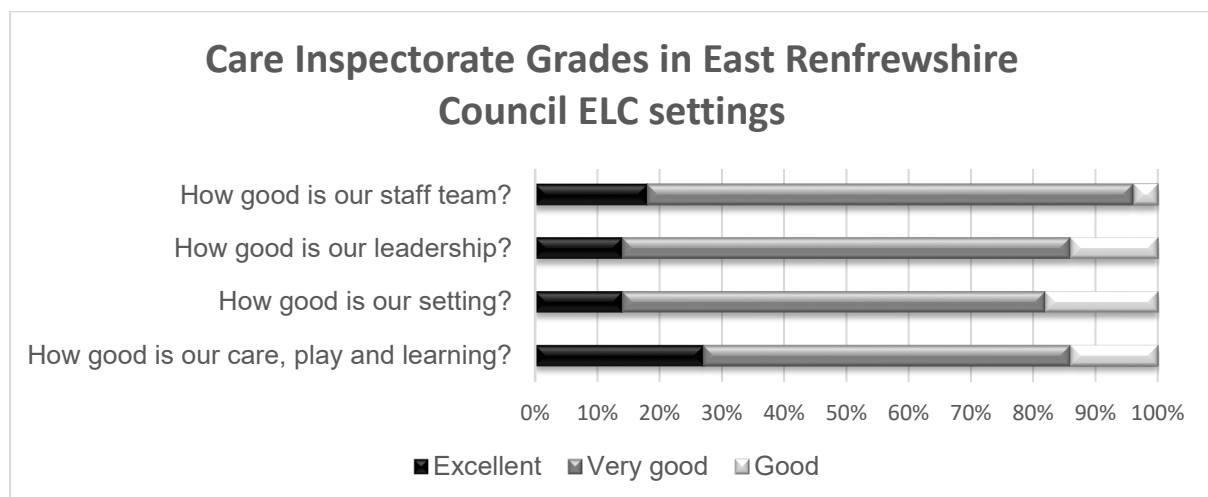
12. The Care Inspectorate published a new inspection framework in March 2022 and began to use it for inspections from 1 June 2022. The new Quality Framework for Daycare of Children, Childminding and School-aged Childcare introduced new key questions which have replaced, but are related to the previous terminology. Table 2 below shows the correlation between the previous criteria and the new key questions:

Table 2

Previous Quality Theme	Quality Framework Key Questions
Quality of Care and support	How good is our care, play and learning?
Quality of the environment	How good is our setting?
Quality of management and leadership	How good is our leadership?
Quality of staffing	How good is our staff team?

13. The quality of ELC in our local authority settings exceeds the National Standard with most settings (88%) achieving evaluations of very good or better across all key questions as shown in Chart 2 below. This compares favourably with data published by the Care Inspectorate which shows that nationally 60% of evaluations awarded up to 30 September 2022 were very good or better.

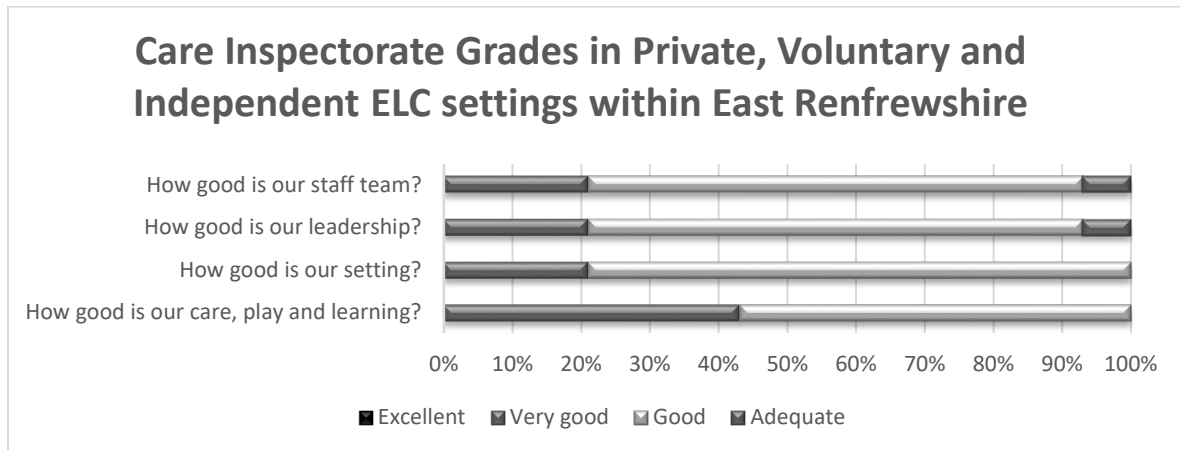
Chart 2



14. These grades reflect the 22 settings which have been inspected by the Care Inspectorate between 2017 and March 2023. Cross Arthurlie Nursery Class, one of our newest settings, received its first inspection in February 2023 and Overlee Family Centre, which opened in August 2020, has not yet been formally inspected.

15. Almost all 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, as illustrated in Chart 3 below.

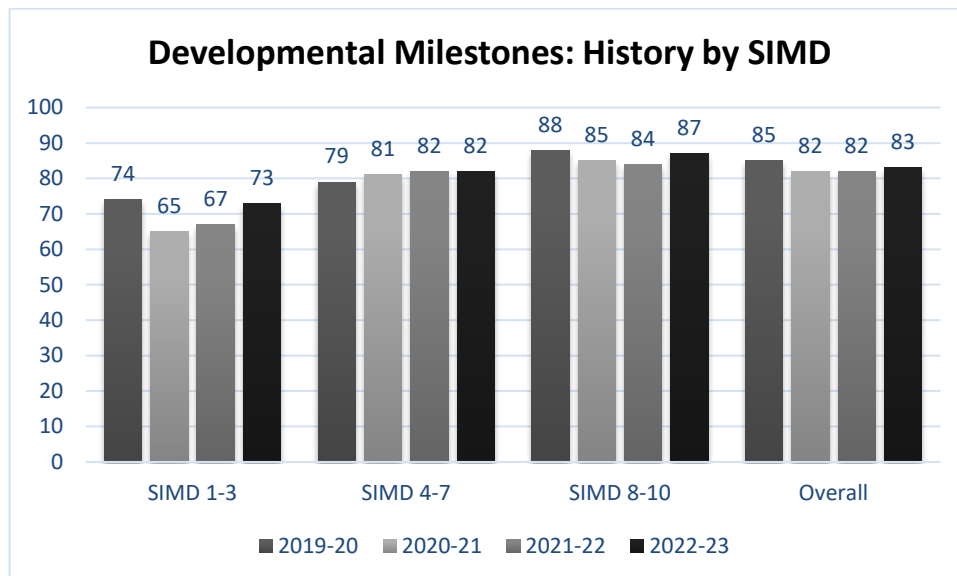
Chart 3



16. The Education Department, as guarantor of quality, closely monitors performance of funded providers, and where providers don't meet the National Standard, the department supports through a Service Improvement Period. The Care Inspectorate also offer an Improvement Programme, which is targeted via the Education Department as an additional level of support, however if evaluations from inspection do not improve, there is a risk to partnership status for the provider.

17. 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. This session 83% of children achieved their developmental milestones, this is an increase of 1% on the previous two years as shown in Chart 4 below.

Chart 4



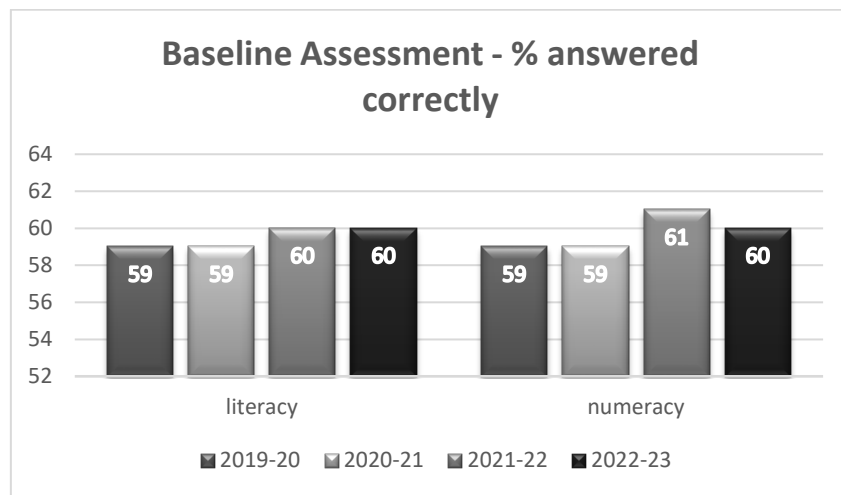
18. From 2016-17 to 2019-20, there had been a steady increase in the percentage of children achieving their developmental milestones within the least affluent communities, defined as communities residing in areas with a Scottish Index of Multiple Deprivation (SIMD) deciles values between 1 and 3. From 2021-22 to 2022-23 the performance of children living

in the lowest deciles has increased by 6%, it has remained the same for deciles 4-7, and increased by 3% for those living in deciles 8-10.

19. Following the lockdown periods during 2020/2021 there had been 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) decile areas, with the gap reaching 20% in 2020-21, reducing to 17% in 2021/22 and reducing further to 14% in 2022/23. Although performance overall has not returned to pre-pandemic levels, the gap is now 14%, as it was in 2019/20, indicating recovery.

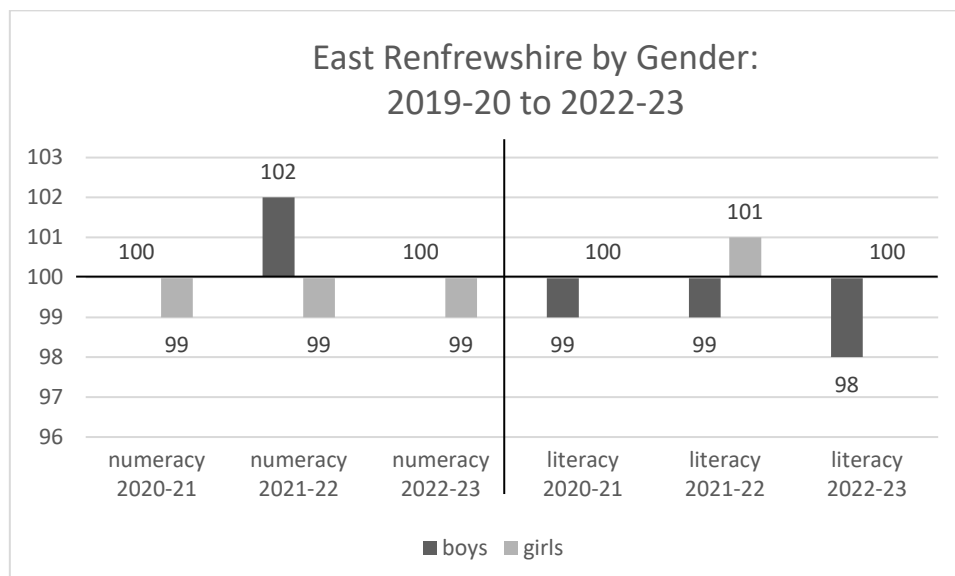
20. A Baseline Assessment has been in place since 2005-06 to assess children’s attainment in literacy and numeracy on entry to primary one. In contrast to the Developmental Milestones, overall performance in literacy and numeracy remains consistent with previous years, with a slight decrease in numeracy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

Chart 5



21. The standardised scores for literacy and numeracy show a consistent pattern in terms of gender. Over the past three years boys have outperformed girls in numeracy and in literacy girls outperform boys as shown below in Chart 6.

Chart 6



22. The ERC internal Family Centred Approaches Accreditation Framework was introduced in 2014. This peer review model provides an opportunity for all ELC settings to measure how well they support parent and carer engagement and involvement in the life of their setting, which is now one of the criteria within the National Standard. Practitioners have enthusiastically welcomed parents back into their settings since the public health restrictions ended. This is reflected in the increase of ELC settings achieving Gold Family Focused status. A further 6 settings have successfully achieved Gold status bringing the total accredited to this level to 8 (35%), with a further 5 going forward for Gold by June 2023. At present, 42% of existing Funded Providers have achieved Silver Family Centred status and are being supported to progress through the framework. This will ensure that they continue to meet this element of the National Standard.

Quality of the Early Years Workforce

23. Quality of staff teams in East Renfrewshire ELC settings is a major strength, almost all (95%) have evaluations of very good or better from the Care Inspectorate for this theme compared to the national average of 55%. The Public, Voluntary and Independent sector has faced increasing challenges in staff recruitment and retention as a result of the ELC expansion to 1140 hours. This is reflected in Care Inspectorate's evaluations of our funded providers with 29% have grades of very good.

24. 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.

25. Throughout 2022-23 ELC practitioners have continued to make effective use of the '0-6 Pedagogy' online hub which was introduced in 2017/18 as part of the ELC expansion plan. This online resource provides staff in schools, local authority and funded provider settings with a wide range of high-quality learning materials created by practitioners and senior leaders across East Renfrewshire. Usage data continues to show a high level of engagement with the materials with 4,182 views in the past year bringing the total number of views to 11,124.

26. Middle leaders in ELC settings continue to be supported through leadership forums. These are positively evaluated by the Depute Heads of Centre and Senior Child Development Officers who attend. The forum enables leaders to consider national developments in ELC, share practice and support each other with effective self-evaluation.

27. Funding continued for the peripatetic ELC teacher to support all children who attend a Funded Provider nursery in East Renfrewshire. The teacher works flexibly with each setting to support them in delivering aspects of learning and teaching in line with their improvement plans. She also provides effective support and challenge for individual children, ensuring they are able to access the curriculum and make positive progress in their learning and development.

28. 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 a further 4 practitioners studying at degree level (SCQF level 9 or above) by funding the cost of some of their study modules.

29. 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 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 14 practitioners from our schools and nurseries benefitted from this opportunity in 2022- 23, bringing the total number of Froebelians currently working in East Renfrewshire to 58. The impact of this learning about Froebel's principles and practice was exemplified in the recent HMIE report for Crookfur Family Centre:

Practitioners make very good use of real-life experiences to develop further children's early skills across all areas of the curriculum. This includes sewing, woodland walks and baking along with every day routines including mealtimes. As a result, children demonstrate high levels of creativity and cooperate well with each other during group tasks.

30. Last session 4 practitioners took their learning further by engaging with the Froebelian Futures Professional Enquiry Programme. This session 5 practitioners in a range of schools and nurseries are developing their practice further by participating in the Froebelian Futures Leadership programme. Through this programme practitioners and leaders have increased opportunities to look outwards and connect with networks of ELC settings across Scotland. The professional inquiry and evaluation work undertaken enhances participant's knowledge of child development leading to improved experiences in nursery and primary classrooms for children.

Flexibility

31. The Children and Young People (Scotland) Act 2014 sets out a requirement for local authorities to consult with families on the provision of ELC every two years and set out a plan for delivery. With the previous consultation having been undertaken throughout October and November 2020, and reported to Education Committee in January 2021, a further consultation exercise on the provision of ELC within East Renfrewshire was undertaken from 10 – 30 October 2022, reporting to Education Committee in November 2022.

32. With cognisance to consultation responses, the following models were available for families to choose for session 2022-23:

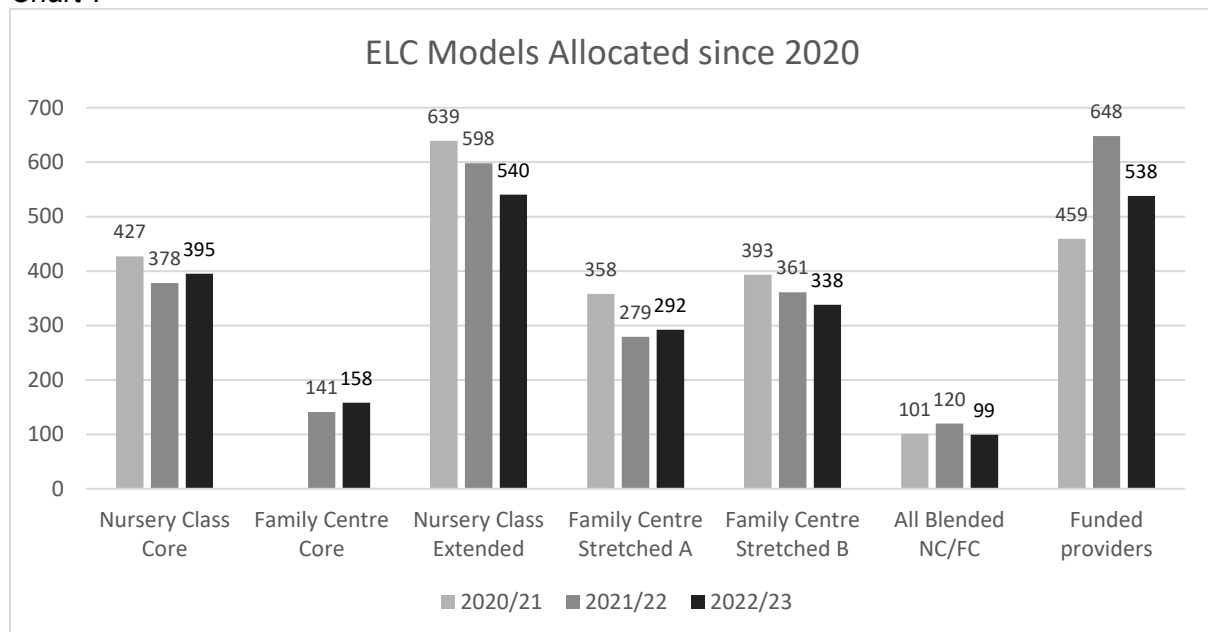
- | | | |
|------------------------------|---|---|
| a. Core Provision | - | 5 sessions of 6 hours per week
(school days over the school year) |
| b. Extended Day Provision | - | 3 sessions of 10 hours per week
(longer days over the school year) |
| c. Stretched Provision A | - | 5 sessions of 4 hours 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 | - | entitlement split between 2 ELC providers |
| 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 48 weeks

33. A total of 2360 children were provided with funded ELC in 2022/23.

34. Chart 7 shows how these places were allocated across each of the models available in each year. It should be noted that Core Provision hours were only made available in family centres from 2021-22.

Chart 7



35. The biggest reduction is evident in the models which provide full day delivery i.e. from 8am-6pm. Core placements which mirror the school day, from 9am-3pm continue to be a popular choice for parents.

36. All nursery places are allocated using the published priorities with a ballot being held where demand exceeds space available. In session 2022-23 the majority of parents indicated that the setting was more important to them than the model they were allocated. 94% of families applying for ELC were allocated their first choice of setting, rising from 91% in the previous year. 76% also received their first choice of model which is a 1% increase from 2021-22.

37. The Education Department is continually evaluating provision, ensuring that models offered continue to meet the choice and flexibility needs of the children and families in East Renfrewshire. To support with this moving forward, it is proposed to change Calderwood Lodge Nursery Class to a family centre, offering full year provision to families living to the west of Newton Mearns. At the moment, Calderwood Lodge Nursery Class offers a limited service out with standard term time, to accommodate the attendance patterns of children and families who celebrate the Jewish calendar, but not full year provision.

38. The nursery class is staffed with a Depute Head of Centre and some full year contracted staff to enable this flexibility. It is proposed that by converting the nursery class to

a family centre, a greater offer of flexibility would be available to families, enabling them to have full year provision, and the models of delivery that are currently offered in our family centres. The move to a family centre would also increase places in Newton Mearns to help fulfil the statutory deferral duty that comes into effect in August 2023.

39. From the beginning of the 2023/24, we will begin to transition towards a family centre approach, with a full implementation starting from August 2024. For children already attending Calderwood Lodge Nursery Class, they will be able to continue to attend on the existing basis as the nursery class transitions towards becoming a family centre. This will operate throughout the first year until such time as the existing children complete their time at nursery.

40. In response to the feedback provided through regular consultation with families, the option of 'add-on' hours was made available in several nurseries throughout East Renfrewshire from the beginning of the 2022/23 session. This followed on from a successful pilot in the Busby/Clarkston/Eaglesham community at the end of the 2021/22 session. The add-on scheme enables families to purchase additional hours to supplement their child's nursery allocation, providing greater flexibility.

41. In the initial year of the add-on scheme, 177 families chose to purchase additional hours above their child's entitlement. In addition to providing greater flexibility and choice to families, this has generated income of approximately £120,000 by utilising vacant sessions across different ELC settings.

42. As previously noted by Education Committee, the department will be further enhancing this offer for the 2023/24 session by introducing the option of full time hours for families wishing to access all week provision for their child.

43. 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. To date, in session 2022-23, 235 referrals have been made through the EYIG: this is a significant increase of 30% on the previous year. This highlights the increased demand for support for children facing challenges as a result of the impact of the Covid-19 pandemic on them and their families. 12% received additional free early learning and childcare hours over their entitled 1140 hours, 30% were allocated a nursery place prior to their entitlement, 14% were given support by the Preschool Assessment and Development Unit (PSADU), 11% were referred for further assessment / intervention with Educational Psychology Service, 5% were allocated to the Sensory Support Service, and 3% received support within their home or community, for example through the Family First team. 24% of referrals resulted in no resource allocation being made.

44. Starting and stopping dates for funded early learning and childcare depend on the date of the child's birthday, local school term dates and, where relevant, whether the parent has chosen to defer the child's start at primary school for a year.

45. The Provision of Early Learning and Childcare (Specified Children) Order 2014 sets out starting and stopping dates for eligibility to access funded ELC. Eligible 2 year olds and all 3 year olds are eligible for funded early learning and childcare from the beginning of the first term after the child's 2nd or 3rd birthday. Where a child's birthday falls on or between the following dates, the child will become eligible from the terms set out below:

- Child's birthday: 1 March – 31 August
Eligible from: August (autumn term) occurring in that year
- Child's birthday: 1 September – 31 December
Eligible from: January (spring term) following their birthday

- Child's birthday: 1 January – last day February
Eligible from: March/ April (summer term) following their birthday

46. Within East Renfrewshire, under the discretionary powers within section 1(1C) of the Education (Scotland) Act 1980, eligible children have been able to access funded ELC earlier than the statutory start dates, with children normally starting immediately following on from their 2nd or 3rd birthday. In March 2023 the Council took the decision to align children's entitlement to early learning and childcare within East Renfrewshire to the Scottish Government's national guidance. This will take effect from 1 August 2023.

47. 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. 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.

48. The school year starts in August, with any single school year group usually consisting of children born between the beginning of March in one year and the end of February the following year. Parents of children that are still 4 years old on the date they are eligible to start school (i.e. children with birth dates on or between the day after the school commencement date in August – last day in February) can defer their child's start at primary school for a year.

49. In terms of eligibility for funded early learning and childcare when children defer primary 1 for a year, an amendment has been made to the 2014 Order to ensure that from 1 August 2023, all children who defer are automatically entitled to funded early learning and childcare in their deferred year.

50. The Education Department has a system in place that enables parents to indicate at the time of primary one enrolment whether they wish to defer their child's school start date. This process enables the department to support with continuation of an ELC place. Where parents do not indicate at this time, and make a late decision, they may risk access to their existing ELC provision, however an alternative nursery place will be offered.

51. Applications for primary one places close at the end of January each year. As described above, parents were asked to indicate if they wished to defer their child's entry to school and access an additional funded year of ELC. 155 parents applied to defer their child for session 2023-24 through this process, an increase of 30 applications compared to 2022-23. 3 parents withdrew their application and the remaining 152 have been allocated an ELC place for next session.

52. The number of deferral applications for those children born between the start of term in August and the end of December increased from 40 in 2022-23 to 64 in session 2023-24 representing 41% of all requests. This reflects the change in legislation that entitles these children to funded ELC, rather than this being discretionary, as in the past. A further 4 applications were made for children to defer whose birthday is before the start of term in August, 3 of these have been granted, with the other being allocated suitable school age provision.

53. The department received 2 applications from parents wishing to apply for early entry to primary school. After assessment, these applications were declined.

ACCESSIBILITY

54. Digital applications for ELC went live online for session 2022-23 in December 2021. 929 applications were received within the application window and a further 728 were received throughout the year. It should be noted that the 728 applications included those from families seeking a change to their child's allocated provision. For session 2023-24, 938 applications were received within the application window, open from December 2022 until the end of January 2023. From late April 2023, offers will be made to families, with parents able to accept or decline their place online.

55. As noted previously, there is and continues to be pressure on ELC places in the Barrhead/Neilston community. At present the authority only has 2 funded providers within this ELC community (Railway Cottage Nursery and one childminder).

56. Therefore, to allow the Council to meet its duties under the Children and Young People (Scotland) Act 2014, it is proposed to increase provision in Barrhead through the development of a new nursery class in St John's Primary School. Final design work is being confirmed, however, it is proposed that the nursery will initially have a registered capacity of 60, increasing to 90 once established. Places will be available for 2, 3 and 4 year olds.

57. This proposal will enable the Council to meet demand for ELC places as a consequence of ongoing and further planned new residential developments and the legislative changes regarding deferred entry to school which come into effect in August 2023. This will ensure enhanced capacity within this community, delivering on the statutory entitlement in line with the principles of accessibility and flexibility.

58. The proposed timescale for opening the nursery class is January 2024. As such, all families in the Barrhead community will be invited to apply for a place in St John's Nursery Class in October 2023. This will allow applications to be considered prior to opening and limits displacement of children.

59. All eligible 2 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 has been able to meet the demand for places for eligible 2 year olds for the ninth consecutive year. 157 children have been allocated through the Local Admissions Panel or EYIG this session to date, an increase of 17% on the previous year.

60. In addition to providing Early Learning and Childcare for eligible and vulnerable 2 year olds, where there is capacity to do so we continue to support other working families who are not eligible, with the offer to purchase nursery places. Demand for this service increases year on year. This session a further 153 children and families with children aged 3 and benefitted from this service to date. This is a 50% increase on the previous year.

61. Table 3 below details the registered capacity for 2 year olds in each local authority nursery for session 2023-24. The delivery models determine how these places are used, with the actual number of children accommodated varying depending on specific models.

Table 3

Establishment	Staffing Capacity / Places
Arthurlie Family Centre (0 - 3 provision)	50
Cart Mill Family Centre (2 year old provision)	20
Glen Family Centre (0-3 provision)	50
Isobel Mair Family Centre (0-3 provision)*	15

Madras Family Centre (2 year old provision)	15
McCready Family Centre (0-3 provision)	47
St John's Nursery Class (2 year old provision)**	10

* Isobel Mair Family Centre provision is for children with Additional Support Needs, with flexibility of age range, therefore capacity for different ages may alter to meet needs.

**From January 2024

62. Detailed in Table 4 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 2023. To maximise efficiency, staff budgets for each setting are determined according to the number of children who are allocated a place. Where capacity allows additional spaces will be available for parents to purchase.

Table 4

Establishment	Available Places
Arthurlie Family Centre	200
Busby Nursery Class	72
Braidbar Nursery Class	72
Calderwood Lodge Nursery Class	106
Carlibar Nursery Class	109
Carolside Nursery Class	88
Cart Mill Family Centre	64
Crookfur Family Centre	144
Cross Arthurlie Nursery Class	76
Eaglesham Nursery Class	88
Giffnock Nursery Class	40
Glenwood Family Centre	168
Hazeldene Family Centre	120
Isobel Mair Family Centre*	24
Madras Family Centre	136
Maidenhill Nursery Class	144
Mearns Nursery Class	72
Netherlee Nursery Class	88
Overlee Family Centre	64
St Cadoc's Nursery Class	72
St John's Nursery Class**	50
Thornliebank	42
Total	2039

*Within Isobel Mair Family Centre there is provision for children with Additional Support Needs, with flexibility of age range, therefore capacity for different ages may alter to meet needs.

**From January 2024

63. As referenced in paragraph 16 of this report, partnership status is determined by quality and meeting the National Standard. For the period, 2023 - 2026 East Renfrewshire will work with 13 providers, one less than previously. These settings were successful in providing sufficient evidence to enter into a new agreement to continue to provide funded ELC, however 2 settings are being supported through a Service Improvement Period to ensure the quality of their provision. New providers, or previous partners who meet the National Standard during this 3 year period, can apply for partnership status at any time. Table 5 below, details the current partners.

Table 5

Provider	Status
Belmont Nursery Class	Independent
Broom Nursery	Voluntary
Clarkston Nursery	Voluntary
Elmwood 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

64. In addition to the nurseries listed above, 13 childminders also work in partnership to deliver funded early learning and childcare. At present 10 of these childminders are providing funded placements for children.

FINANCIAL AND EFFICIENCY IMPLICATIONS

65. Elected members will note the continued uncertainty around funding for ELC as we await confirmation of the total allocation for the years ahead. Engagement with both COSLA and the Scottish Government continues to ensure that the Council receives a funding settlement that meets the true costs of delivering the additional entitlement to children across East Renfrewshire.

66. In reviewing the provision for 2023-24, the department adopted more efficient models within each establishment. Whilst it is anticipated that the number of children accessing funded ELC will rise in 2023-24 due to the changes to the entitlement for those seeking to defer, the proposed changes to Calderwood Lodge, and the new nursery class at St John's, the department will look to minimise any significant increases to staffing levels. Existing staffing allocations will continue to be reviewed to ensure the most efficient deployment, whilst ensuring continued regulatory compliance, and minimise the need for significant additional recruitment.

67. There are no foreseen implications which would lead to a change in contractual duties of staff working in local authority nurseries. However, discussions will be arranged with relevant trade union representatives to ensure this is the case and any matters arising from such will be considered in partnership as appropriate.

68. The increase of full time provision availability within ELC settings will result in additional income for the Council. This will contribute towards the existing challenging income target already set out within the department's budget.

69. 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. All local authority settings are registered with the Scottish Milk and Healthy Snack Scheme which provides free milk and snack for children attending nursery, 87% of funded providers delivering funded ELC are benefitting from this scheme.

70. Local authorities commission ELC places from funded providers. At present ERC commissions at a rate of £5.69 per hour for eligible children, as approved by Education Committee in late 2022. As noted in the previous committee report, the Education Department is committed to reviewing this rate on an annual basis in line with the Scottish Government's financial sustainability health check and further reports will be brought to committee in due course.

71. The capital required to fund the new provision proposed in this paper is included in the Council's capital plan and initial revenue costs have been approved as part of the department's budget for 2023/24

CONCLUSION

72. The offer of 1140 hours has been successfully introduced in East Renfrewshire, with evidence gathered highlighting continuous improvement in terms of quality, flexibility, accessibility and affordability.

73. The increase in entitlement of early learning and childcare is a mitigating factor on the impact of Covid-19 and reducing the poverty related attainment gap, with performance showing evidence of recovery and a return to pre-pandemic levels.

74. There is a strong commitment and capacity for continuous improvement.

RECOMMENDATION

75. 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.

Mark Ratter
Director of Education
April 2023

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE20 April 2023Report by Director of EducationBEYOND EQUITY: A SOCIAL JUSTICE FRAMEWORK FOR EDUCATION IN EAST RENFREWSHIRE**PURPOSE OF REPORT**

1. The purpose of this report is to update Education Committee on the development of East Renfrewshire's Social Justice Framework 'Beyond Equity: A Social Justice Framework for Education in East Renfrewshire Council (Appendix 1) and Social Justice Strategy 2023-26 (Appendix 2).

RECOMMENDATIONS

2. Education Committee is asked to:
- a. Note and comment on Beyond Equity: A Social Justice Framework for Education in East Renfrewshire Council and Social Justice Strategy 2023-26;
 - b. Approve the key priorities identified in the driver diagram; and,
 - c. Ask the Director of Education to take appropriate steps to ensure they are implemented in all schools and early learning and childcare settings.

BACKGROUND

3. The Education System in Scotland is designed to be an inclusive one for all children and young people. Children's rights and entitlements are fundamental to Scotland's approach to inclusive education supported by a legislative framework and key policy drivers. These include, Curriculum for Excellence and the Getting it right for every child (GIRFEC) approach. These are underpinned by a set of values aligned to social justice and commitment to inclusive education.

4. Social justice is a concept of fairness within society that applies to fairness in wealth, basic needs, education, health and opportunities. It is an umbrella term that covers a variety of issues within society including:

- Gender
- Poverty
- Race
- Disability

5. The [GTCS Standards 2021](#) give prominence to social justice as one of the core professional values of Scottish education, which should be evident in relationships and professional practice at all levels and in all parts of the system. All educators need to have an in-depth understanding of the political, cultural and socio-economic issues affecting learners

and their families in order to create a school culture which promotes equality, respects rights and preserves human dignity.

6. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.

7. The social justice framework has been developed in light of research, updated policy advice, and takes cognisance of current legislation including UNCRC, [The Promise](#), [ASL Review](#), and [Equality Act 2010](#).

REPORT

8. The social justice framework has been formulated to ensure that all East Renfrewshire settings and schools are supported by the Department in reviewing and developing their approaches to social justice through increased understanding, sharing of resources and good practice and making connections between the various aspects of social justice and how they interlink.

9. It highlights three dimensions of social justice including:

- Redistribution of resources to promote socially just outcomes;
- Recognition through acknowledgment, respect and inclusion of all people, cultures and identities; and,
- Representation through the extent to which all people can equally engage with services and participate in decision making.

10. Improving these three dimensions can be achieved through focus on the following key areas which are linked to other areas of local improvement such as Cost of the School Day, Strategic Equity Fund, Inclusion and Racial Literacy:

- Use of Resources
- Learning, Teaching and Assessment
- Curriculum Design
- Professional Learning and Development
- Recruitment and Retention
- Relationships with Learners, Families and the Community

11. The framework is accompanied by a social justice strategy which outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.

12. A driver diagram has been developed to demonstrate key commitments targeted at improving social justice which include:

- Improve knowledge, understanding and skills related to social justice;
- Improve equity in attainment and achievement;
- Improve recognition of diverse identities in curriculum, learning, teaching and assessment;
- Improve the representation of diverse children, young people, families and staff in the life and work of settings and schools; and,
- Reduce barriers which limit the involvement and engagement of specific groups of children and young people, parents and carers and staff.

FINANCE AND EFFICIENCY

13. The department will direct funding from its delegated budget to support the improvements outlined in the social justice strategy. Schools continue to benefit from Pupil Equity Funding to focus on improved outcomes for key equity groups.

CONSULTATION

14. As part of the development of the social justice strategy, stakeholders including parents, carers, children and young people and education staff were consulted on a range of themes related to social justice. Their feedback is included within the Social Justice Strategy (Appendix 2).

IMPLICATIONS OF THE PROPOSALS

15. An Equality, Fairness and Rights Impact Assessment has been undertaken to support the development of this framework.

CONCLUSION

16. The social justice framework 'Beyond Equity: A Social Justice Framework for Education in East Renfrewshire Council and the Social Justice Strategy seeks to update practice in East Renfrewshire settings and schools to support a socially just approach to education to strives towards every child's right to an individually, culturally and developmentally appropriate education.

RECOMMENDATIONS

17. Education Committee is asked to:
- a. Note and comment on Beyond Equity: A Social Justice Framework for Education in East Renfrewshire Council and Social Justice Strategy 2023-26;
 - b. Approve the key priorities identified in the driver diagram; and,
 - c. Ask the Director of Education to take appropriate steps to ensure they are implemented in all schools and early learning and childcare settings.

Mark Ratter
Director of Education
20 April 2023

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Appendices

Appendix 1: Beyond Equity: A Social Justice Framework for Education in East Renfrewshire Council

Appendix 2: Social Justice Strategy 2023-26



Beyond Equity: A Social Justice Framework for Education in East Renfrewshire

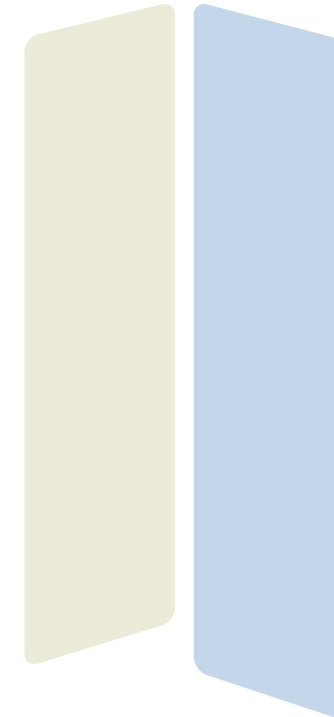


Education Department

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“One day
EVERYBODY
should have
ALL of their
rights met no
matter what.”

P7 pupil, Hillview
Primary School



FOREWORD

The Education Department's vision of ***Everyone Attaining, Everyone Achieving through Excellent Experiences*** describes its core ambition for every child and young person in East Renfrewshire to be supported to achieve their fullest potential in life.

Looking to the future, technological advances and changes to the way we work mean those lives may look very different - in terms of how people learn, how they work and how they engage in society - while climate change is bringing into sharp relief the interconnectedness of individuals, societies and the natural world.

Reflecting on the past, we can take pride in the Scottish education system's long-established values of equality and social justice. The planned incorporation of the UN Convention on the Rights of the Child into Scots

**Councillor Andrew Anderson,
Convener for Education and Equalities**



law underscores the central position children's rights must have in creating conditions where every learner can flourish. However, we also know we need to continue to improve how well we equip all children and young people, regardless of circumstances, for success in their learning, life and work.

Crucially, although we seek to equip all learners equally for the future, the ways in which we do this must recognise their individuality, value their diversity and promote understanding and acceptance of difference. Building on the principles set out in [Advancing Excellence and Equity](#), this paper offers practical guidance on how teachers and early years practitioners can collectively promote social justice in East Renfrewshire schools and centres, while maintaining a relentless focus on achieving excellence through equity for every learner.



INTRODUCTION

'Social justice is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.' (GTCS 2021)

The GTCS Standards 2021 give prominence to social justice as one of the core professional values of Scottish education, which should be evident in our relationships and professional practice at all levels and in all parts of the system. All educators need to have an in-depth understanding of the political, cultural and socio-economic issues affecting learners and their families in order to create a school culture which promotes equality, respects rights and preserves human dignity.

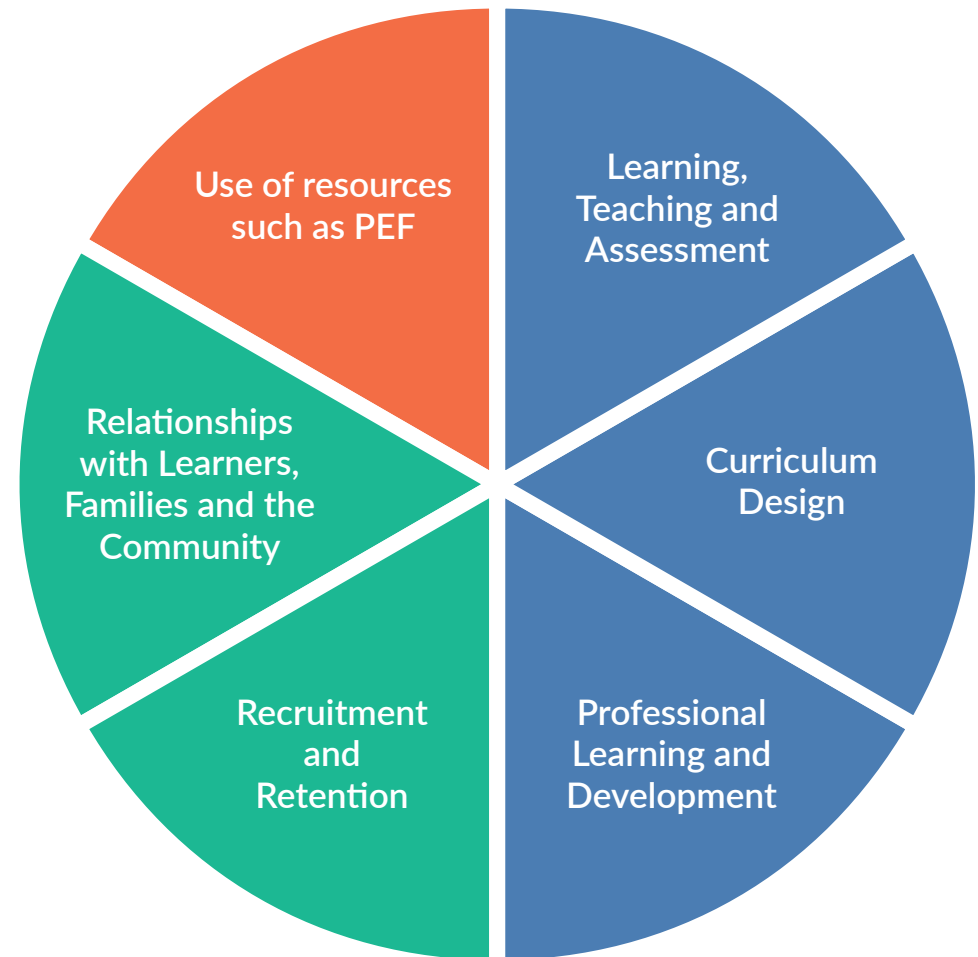
The GTCS definition above reflects sociologist Nancy Fraser's theory of social justice, which identifies three dimensions:

- **Redistribution (= economic rights)**
- **Recognition (= social/cultural rights)**
- **Representation (= political rights)**

The Scottish education system has in place well-developed mechanisms for **redistribution** of resources to promote socially just outcomes, e.g. through Pupil Equity Funding, free school meals, or education maintenance allowance to name a few examples.

However redistribution alone is unlikely to have a lasting impact on social injustice¹: in order to improve outcomes we require to also focus on **recognition** – the ways in which we acknowledge, respect and include all people, cultures and identities; and **representation** – the extent to which all people can equally engage with services and participate in decision making.

The diagram opposite suggests six key areas of practice where we can work to promote social justice by improving redistribution, recognition and representation.



¹Olson, K (Ed) *Nancy Fraser Debates her Critics*. Verso 2008

1. **Use of Resources:** We support and empower schools to use resources to deliver activities, interventions and experiences which will improve equity in education outcomes.
2. **Learning, Teaching and Assessment:** We implement socially and culturally responsive Learning, Teaching and Assessment practices that reflect the experiences and perspectives of our pupils and reduce barriers to learning and attainment.
3. **Curriculum Design:** All children and young people see positive representations of themselves and diverse others in what they read, see, and hear. The curriculum recognises and reflects the diversity of society and takes account of global perspectives.
4. **Professional Learning and Development:** As educators we are able to recognise our own racial and social identities. We work proactively to understand our own bias and develop cultural competence, continually updating our practice to meet all learners' needs.
5. **Recruitment and Retention:** We are improving staff diversity to better represent and support our pupil population.
6. **Relationships with Learners, Families and the Community:** We promote family and community partnerships that value and involve all our pupils, parents and partners, and we work together to develop a socially just climate.

Evidence about the extent of inequality and its impact on children and young people's wellbeing and life chances is extensive:

- The average child poverty rate across East Renfrewshire is 16%, with this figure rising to over 30% in the west of the authority area.²
- Two thirds of children growing up in poverty in Scotland live in a household where at least one person works.³
- In 2016-19, 44% of Scottish children in minority ethnic families were living in relative poverty, compared to 24% of all children.⁴

² https://data.gov.scot/poverty/2021/#Child_poverty

³ https://data.gov.scot/poverty/2021/#Child_poverty

⁴ https://data.gov.scot/poverty/2021/#Priority_groups

⁵ Addressing Inclusion: Effectively challenging homophobia, biphobia and transphobia. LGBT Youth Scotland 2020

- 92% of LGBT young people report experiencing bullying in school in Scotland.⁵
- A Scottish study of LGBT young people who experienced homophobic, biphobic and transphobic bullying found that 94% believed it had negatively affected their education.⁶
- 29% of those who live in a household with a disabled household member live in poverty.⁷
- In 2021-22 in East Renfrewshire, 31.9% of Primary and Secondary learners with an additional support need had an attendance rate of less than 90%, compared with 20.6% of learners with no recorded additional support needs in the same sectors.⁸
- The national poverty rate is highest for single women with children at 38%.⁹
- 1.8% of the teaching workforce comes from a minority ethnic background; this compares with a minority ethnic population of 4% in Scotland. Only 0.7% of promoted staff come from BAME groups.¹⁰
- The poverty-related gap in Curriculum for Excellence attainment ranges from 1 to 13 percentage points across core literacy and numeracy skills in the Broad General Education, and has grown for our most disadvantaged pupils over the last three years.
- 58% of East Renfrewshire young people living in SIMD 1-2 attained five or more SQA qualifications at Level 5 in S4 in 2022 compared with 90% of young people living in SIMD 9-10, indicating an attainment gap of 32 percentage points at this level.

The Education Department has gathered a range of evidence and worked with children, staff and parents to develop a strategy outlining our key commitments to improve social justice over a three-year period. The Social Justice Strategy includes a summary of consultation evidence from stakeholders and is available [here](#).

⁶ Life in Scotland for LGBT Young People. Lough Dennell, B.L., Anderson, G and McDonnell, D /LGBT Youth Scotland 2018

⁷ https://data.gov.scot/poverty/2021/#Priority_groups

⁸ https://data.gov.scot/poverty/2021/#Priority_groups

⁹ https://data.gov.scot/poverty/2021/#Priority_groups

¹⁰ <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-3-years/pages/12/>

USE OF RESOURCES

We support and empower schools to use resources to deliver activities, interventions and experiences which will improve equity in education outcomes.

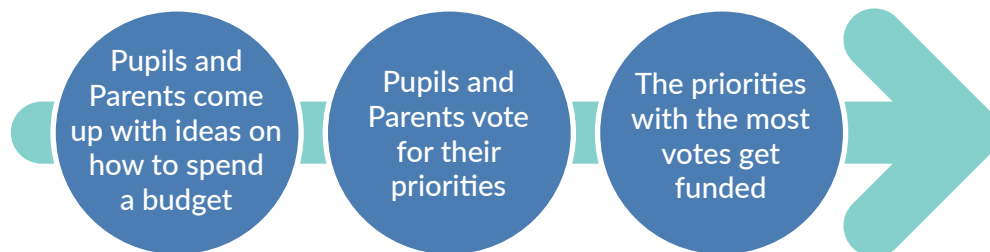
Pupil Equity Funding

As part of the national Scottish Attainment Challenge, the education department is allocated funding from Scottish Government to improve education outcomes for disadvantaged children and young people ([see Strategic Equity Funding Plan](#)) and schools are allocated Pupil Equity Funding (PEF). Although allocated on a formula linked to Free School Meal Entitlement, head teachers have discretion to decide who would most benefit from support through PEF, whilst keeping a clear focus on improving equity.

In targeting PEF resources, it is essential that head teachers consider all available intelligence about identified children, including intersecting inequalities, and ensure that the links between the attainment gap, attendance, inclusion, engagement and participation are considered as part of planned interventions. Local guidance for schools on using PEF to tackle the poverty-related attainment gap is available [here](#).

Participatory Budgeting

Participatory budgeting (PB) is a process to enable people to have a direct say in how money is spent locally. PB supports [Article 12 of the UNCRC](#) and can ensure that children, young people and the wider school community are authentically and actively involved in decision making.



Schools should use PB and other means of consultation to involve stakeholders in determining the use of resources such as school budget, PEF monies and money raised through fundraising, whenever it is appropriate to do so. Establishing a PB group can help to ensure all groups within the school community are represented in decision making. Consideration should always be given to the diversity of PB panels and groups to promote equal representation. Full guidance for schools on Participatory Budgeting and links to support resources can be accessed via the [ERC Equality & Social Justice Teams page](#).

Financial Support and Entitlements

The range of financial supports and entitlements available to low-income families can be difficult to navigate. Many families will move in and out of poverty over time, and families experiencing hardship for the first time may not know how to access support. Schools are often in a unique position to know how families are coping and signpost financial support.

The following can help to improve financial equity in the school community:

- **Adopt Cost of the School Day approaches.** Cost of the School Day (CoSD) is aimed at reducing the cost of attendance and participation universally for all families, because poverty is often hidden. Many families who are struggling will never disclose this to the school, and children often live with the effects of deprivation without any outward visible sign. Meaningful consultation with parents and pupils, for example using the CoSD audit and action planning [toolkit](#), can help to identify challenges affecting children's learning which may not otherwise be known to the school. The CoSD collaborative self-evaluation strategies can also help schools to plan more effective targeted support for individual families.

- **Ensure all staff members have a sound understanding of poverty and its impact on children and young people.** High quality professional learning resources are available from organisations such as [Child Poverty Action Group Scotland](#) and [EIS PACT](#).
- **Access ongoing support, professional learning opportunities and key updates via the Equalities Coordinators Network.** School Equalities Coordinators have a key role to play in leading work to reduce the cost of the school day, raising awareness of the impact of poverty, and being an accessible contact for parents experiencing financial hardship. Further support for Equalities Coordinators is available through the [Equalities Coordinators Teams](#) page.
- **Promote Free School Meal registration.** All children in P1-5 have access to a free meal at school. However, free school meal registration is associated with a number of other financial benefits for families. It is therefore important that all eligible families continue to register for free meals, including those with children in P1-5, as registration is increasingly used as a 'passport' to other entitlements such as:
 - Help with meals during school holidays
 - Family support and bridging payments
 - PEF allocations for schools.
- **Promote financial entitlements through school communications regularly, and at key points in the school year.** In particular, it will be helpful to share links to online applications for [free school meals, clothing grants and Education Maintenance Allowance](#) in the summer term, and to re-share this information as part of the annual data check process. Financial entitlements are promoted regularly on the Council's social media pages and schools can use their social media pages and websites to share details of the available support widely.
- **Work with the Money Advice and Rights Team.** MART have developed a Financial Wellbeing service to offer confidential advice and support with applying for benefits and grants as well as debt advice. The team can work within schools to advise parents, either at planned events or by appointment. MART can work with establishments on making it easier for parents to access their advice at or through the school or nursery, in ways that avoid stigma and increase the likelihood of engagement with their services. Contact MART for more information [here](#).

- **Consult with people with lived experience of deprivation about any plans aimed at supporting families living with poverty.** Often, there can be reasons why multiple disadvantages can reduce the expected impact of interventions. There may be additional barriers to achieving equity that the school is not aware of and ongoing dialogue with families can help make anti-poverty approaches more successful.
- **Use the Professional Review and Development process** to identify learning needs around all aspects of equality and diversity and plan appropriate professional learning, either as part of collegiate time or within the 35 hours of personal CLPL.

Intersectionality

It is vital that individual equality groups are not considered in isolation. Children and families may be affected by multiple disadvantages at the same time, with the combined impact leading to significantly greater 'compounded' disadvantage.

For more information on intersectionality see GTCS Equality & Diversity Hub [Resources by Theme: Intersectionality](#).

Uniform

School and local authority policy on uniform can have a profound impact on the extent to which young people feel equal and included at school. The [Dressing for Excellence policy \(Standard Circular 6 \(Revised\)\)](#) outlines the Education Department's approach to school dress codes and schools should base their own uniform policies on this guidance.

In particular, school uniform policies should contain items which are inclusive of pupils of all religions, races, genders and abilities; are financially accessible to all; do not place additional burdens on any groups; and have been agreed with the school community through widespread consultation with learners, families and staff.

School and community uniform recycling/swapping initiatives can be an effective way to reduce cost, promote sustainability and protect dignity. Third sector organisations such as [East Renfrewshire Back to School Bank](#) and [Apparel Xchange](#) can also help families to access school uniform. Schools can make uniform more recyclable and accessible for all by promoting generic colours which are commonly worn across many establishments.

LEARNING, TEACHING AND ASSESSMENT

We implement socially and culturally responsive learning, teaching and assessment practices that reflect the experiences and perspectives of our pupils and reduce barriers to learning and attainment.

Promoting equality should be understood as a way of leading learning, teaching and assessment - not as an additional task or a separate area of the curriculum.

'It is the responsibility of all colleagues in schools to promote and facilitate a culture and ethos of equality and diversity and to address individual and institutional discrimination.' ([GTCS Practitioner Guide to Equality and Diversity](#))

Social justice can be advanced through the curriculum, learning, teaching and assessment primarily in two ways:

- By creating an environment where children learn through experiencing rights, equality and dignity in their own learning and teaching.
For example, when learning experiences are effectively differentiated to meet individual needs, and when the learning environment and positive relationships create a culture of equality and dignity.
- By delivering explicit learning and teaching about rights, equality and dignity.
For example, explicit lessons handling social justice themes which may often be delivered through the Health and Wellbeing curriculum or in PSHE.

Developing a culture of equality

Learning, teaching and assessment which promotes equality and social justice, must acknowledge and value the experiences, needs and rights of all learners and families. An inclusive approach *'not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.'* (Education Scotland: Embedding Inclusion, Wellbeing and Equality)

Schools should give careful consideration to the recognition and representation of people from all groups in the school's learning environment and throughout curriculum, learning, teaching and assessment. The [ERC Self-evaluation tool for Diversity and Representation in Learning and Teaching](#) is linked to HGIOS 4 and was co-developed with Equalities Coordinators. It can be used by practitioners to identify strengths and areas for improvement in the ways that all learners and their families are included and represented in the learning environment, resources, policies and practices, and curriculum.

Effective differentiation

Effective differentiation is a central feature of high quality learning, teaching and assessment. Detailed guidance on effective differentiation is available in the guidance document [Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire](#).

Bilingualism should be valued as an asset and bilingual learners should be supported in ways that celebrate their linguistic identity and promote continued development of home languages. Detailed practical guidance can be found in the [ERC Guidance on Supporting Bilingual Learners](#) and [EAL Teams page](#).

'Children and young people have many 'differences', not just levels of ability - culture, social background, interests, stages of language acquisition, motivation levels, physical needs etc. A key technique teachers can use to effectively differentiate is to get to know their learners well and what they need.' Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire

Socially and culturally responsive learning and teaching

Socially and culturally responsive learning and teaching takes account of the general principles of differentiation with consideration for the entirety of learners' social and cultural differences, not only ability levels. Socially and culturally responsive pedagogies take account of the need to also be pro-active in promoting race, place, class and gender equity.

General principles of differentiation through a lens of socially and culturally responsive learning, teaching and assessment:

An environment that encourages and supports learning	<p>Do pupils of all ethnicities, genders and abilities see themselves and their families represented in the learning environment?</p> <p>Is the learning environment accessible to all, including those with additional support needs?</p>
Quality curriculum	<p>Is the curriculum inclusive, diverse and decolonised?</p> <p>Is it relevant to learners from all backgrounds, taking account of diverse perspectives and experiences in the choice of learning contexts and themes?</p> <p>Does it meet the needs of individual learners with consideration for the principles of effective curriculum design?</p>
Assessment that informs teaching and learning	<p>Do assessment practices take cognisance of student variance including cultural, linguistic, social and economic factors, as well as ability level?</p> <p>Does assessment take account of individual learners' communication needs?</p>
Instruction that responds to student variance	<p>Do teachers adapt approaches to learning and teaching to engage deeply with learners' readiness, interests and learning profile? Are pedagogical approaches well matched to how individuals and groups of pupils learn?</p> <p>Does instruction respond to learners' behaviour and support them to develop?</p>
Leading students and managing routines	<p>Does the classroom culture listen to and promote all voices, equally valuing the contributions and experiences of all learners?</p> <p>Are learners supported through classroom practices to ask questions, share different perspectives and take responsibility for their learning and progress?</p> <p>Do classroom routines focus on establishing effective relationships and achieving a sense of belonging for all learners?</p>



Some effective socially and culturally responsive approaches to learning, teaching and assessment are:

- Culturally responsive teaching: Engaging with home culture on a deeper level, beyond the acknowledgement of festivals and celebrations, helps to make learners feel more connected to their teachers and to other pupils. This in turn enhances their ability to feel psychologically safe and learn effectively.

Sources of further information: [Learning for Justice](#)

Hammond, Zaretta L. *Culturally Responsive Teaching and the Brain*. Corwin (2014)

- High quality additional support for learning: Making specific adjustments to the environment, resources, curriculum and learning and teaching to provide additional support for learners with identified additional support needs, reduces barriers to learning so that all learners can access meaningful learning experiences. Key considerations are:
 - Assessing and understanding the child or young person's means of communication and motivators so that teaching and learning approaches enable them both to understand and engage in learning activities;
 - Exploring ways of establishing a relationship so that they feel safe and so that they know who the key team around them is;
 - Helping them to achieve a sense of belonging through consideration of groupings and appropriate peer group; and,
 - Considering meaningful ways of obtaining pupil voice based on their relationships, and on their means of communication.

Sources of further information: [Healthier Minds website](#)
[Meeting Learners' Needs Website](#)

- Global citizenship education: When learning contexts are broadened out to include multiple perspectives, young people can deepen their understanding of their social, historical, cultural and political place in the world.

Sources of further information: [WOSDEC](#) [Global Citizenship Education SCOTDEC](#)

- Co-operative/collaborative learning strategies: Carefully structured collaborative activities which define pupil roles in a group, create positive interdependence between pupils, and explicitly focus on the development of social skills, can be effective in promoting inclusion by strengthening relationships and reducing the occurrence of in-groups and out-groups. In particular, co-operative learning can be an effective way to support bilingual learners.

Sources of further information: [Bell Foundation/EAL/collaborative activities](#)

'Teachers recognise, see and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies. They promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children's rights.' GTCS 2021



CURRICULUM DESIGN

All children and young people see positive representations of themselves and diverse others in what they read, see, and hear. The curriculum recognises and reflects the diversity of wider society and takes account of global perspectives.

Inclusive

An inclusive curriculum must fully embrace the principles of personalisation and choice, relevance, challenge and enjoyment and progression to ensure that all children and young people have learning experiences which allow them to be motivated by their learning, progress at the pace that is right for them, and feel supported to achieve their fullest potential. The curriculum at all stages should be planned with enough flexibility to meet all learners' needs, including learners with additional support needs. [ERC Guidance on the Seven Principles of Curriculum Design](#) offers more detailed exploration and clarification of the design principles in practice.

[ERC Curriculum Design Vision for 2025](#) and [online resource](#) provide guidance and support on the roles and responsibilities of all teachers and practitioners in leading the curriculum, including the responsibility to deliver a curriculum which **meets the needs of all learners and is focused on their human rights**.

A wide range of professional support focused on meeting additional support needs, including regular CLPL opportunities, can be accessed via the [Support for Inclusion section of the Meeting Learners' Needs website](#). Education Scotland's [Inclusion, Wellbeing and Equalities wakelet](#) also links to a wide range of resources to help practitioners plan appropriately inclusive learning experiences for all learners. School ASN Coordinators have a key role to play in promoting and supporting the inclusion of all learners. Information, support and professional learning for ASN Coordinators can be found via the ERC [ASN Coordinators Teams page](#).

The department's Developing the Young Workforce ([DYW](#)) Action Plan outlines a core commitment to **promote diversity, inclusion and equity** through DYW at all levels of the curriculum in East Renfrewshire. From the earliest stages children should be supported to make natural links between the skills they are developing through their current learning, and possible future career paths. Children from some key equity groups may have less access to knowledge about different learning and career pathways and this

can limit the personal goals they are able to identify. High quality careers education in line with the [Career Education Standard 3-18](#) should be a prominent feature of schools' work to promote equity. The availability and effective promotion of vocational learning opportunities and bespoke pathways are essential components of an inclusive curriculum.

Diverse

[How Good Is Our School? 4](#) and [How Good Is Our Early Learning and Childcare?](#) highlight the importance of placing the needs, rights and diversity of learners at the centre of curriculum design and development so that all children are included.

Through the entitlement to high quality [Learning for Sustainability](#) all children and young people should have learning experiences which help them to understand the interconnectedness of diverse people, societies and environments. Global citizenship education is a key element of Learning for Sustainability. Engaging with the [UN Sustainable Development Goals](#) can help ensure the curriculum builds learners' understanding of global diversity.

OECD's framework for developing learners' global competence, [Big Picture Thinking](#) (2022), collates many 'case study' examples of how schools in different international contexts have created learning experiences which are whole, relevant, deep, social, transformational, and in the world.

Foreign language learning experiences can create opportunities to explore shared commonalities as well as differences to foster tolerance and a positive understanding of diversity, for example through opportunities to compare children and young people's lives in Scotland and in other countries. An emphasis on small culture (meals, routines, relationships etc) as well as large culture (festivals, tourism etc) can help learners to identify how much people have in common, rather than emphasising differences which are often based on stereotypes.¹¹ The ERC [Lingualab](#) website has a range of [resources for professional learning](#) about intercultural education and [curriculum resources](#) linked to global citizenship.

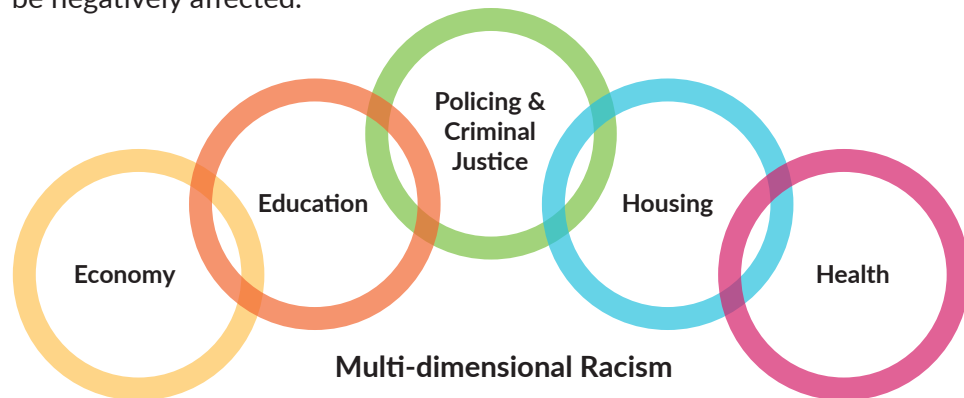
All schools are required to provide [LGBT inclusive education](#) so that all children, young people and families see positive representations of people of all gender identities and sexual orientations and are able to participate equally in the life and work of the school. [Professional learning modules](#) are available on the [national LGBT Inclusive Education platform](#) to support all practitioners to adopt LGBT inclusive practice.

Decolonised

Education Scotland's [Anti-Racist Education resources](#) highlight the importance of working to [decolonise](#) the curriculum.

There is significant evidence¹² that the curriculum has historically promoted a male, white, heterosexual, able-bodied worldview, and that this has led to other perspectives being marginalised and excluded. 'Decolonising' describes the process of adapting traditional Eurocentric contexts and themes for learning to include multiple perspectives and diverse identities. This can help to reduce bias and forms of discrimination such as sexism, racism, homophobia, transphobia and ableism by increasing the recognition of different identities through the curriculum.

When pupils and families do not see their culture and lived experiences represented equally in school life, a wide range of factors such as parental engagement, pupil motivation, achievement and ultimately life chances can be negatively affected.



¹¹ See Holliday, A. Small Cultures. Applied Linguistics, Volume 20, Issue 2, June 1999, Pages 237–264 <https://adrianholliday.com/wp-content/uploads/2016/06/holliday-99-smal-cultures.pdf>; also Kramsch, C. Culture in Foreign Language Teaching. Iranian Journal of Language Teaching Research, v1 n1 p57-78 Jan 2013 <https://files.eric.ed.gov/fulltext/EJ1127430.pdf>

¹² For a useful summary see Bhopal, K. White Privilege: The myth of a Post-racial Society. Policy Press (2018)

'In the context of school education, the concept of coloniality explains how Western and Eurocentric perspectives have become 'the norm', partly because of lack of diversity in the education workforce and more generally because of power imbalances in society that have existed since colonial times. These power imbalances determine which viewpoints are regarded as valuable, and which types of information schools have traditionally focused on teaching.' Coalition for Racial Equality and Rights (CRER): [Introduction to Anti-Racist Curriculum Development](#)

Often, decolonising can be achieved by simply expanding the scope of curricular themes to better reflect the diversity of Scotland's population.

Traditional	Decolonised
Class charter discussion focused on what people will do to respect rights	Class charter discussion focused on what people will do to respect rights AND identities, explicitly discussing home languages and heritage in order to understand everyone's rights better
World War 2 as experienced by British and French citizens	World War 2 as experienced by British, French and Commonwealth citizens, exploring the significant contributions and perspectives of communities of different heritage e.g. Indian Army
Celebrate St Andrew's Day with Robert Burns poetry	Celebrate St Andrew's Day with Scottish poetry by diverse Scottish writers of varied ethnicity

Organisations and websites offering support for inclusive, diverse and decolonised curriculum design can be found via the ERC [Equality and Social Justice Glow page](#), [Equalities Coordinators Teams page](#), Education Scotland's [Inclusion, Wellbeing and Equalities Wakelet](#) and the Education Department's [online curriculum guidance](#).

'Engaged, reflective, empowered and skilled teachers and learners acknowledge Scotland's place in the world, our history, our differences and diversity, our unique natural environment, and our culture based on social justice.' GTCS 2021

PROFESSIONAL LEARNING AND DEVELOPMENT

As educators we are able to recognise our own racial and social identities. We work proactively to understand our own bias and develop cultural competence, continually updating our practice to meet all learners' needs.

Staff at all levels have a responsibility to pro-actively promote social justice, and to understand the impact of all forms of inequality on outcomes for learners by:

- Demonstrating a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning;
- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights;
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality; and,
- Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010.

GTCS SFR, SCLPL, SML, SH (1.1) 2021

As well as social justice values, practitioners also need a good intellectual understanding of the complexities of social inequalities such as poverty, racism, homophobia, sexism and ableism. **Schools can support this by:**

- Supporting staff to analyse attainment data for equity groups;
- Including explicit discussion of social justice, equality and rights in professional dialogue meetings;
- Signposting professional learning opportunities about social justice and equality;
- Sharing good practice in learning and teaching about social justice and equality e.g. effective approaches to learning for sustainability, global citizenship, wellbeing, PSHE, UN Sustainable Development Goals;
- Ensuring effective sharing of information and professional learning opportunities by Equalities Coordinators and ASN Coordinators; and,
- Encouraging open and honest dialogue about discrimination, bias and inequality.

'Values, and the connections between values and actions, require regular reflection over the course of teachers' careers as society and the needs of learners change and as understanding develops.' GTCS 2021

RECRUITMENT AND RETENTION

We are improving staff diversity to better represent and support our pupil population.

It is the department's aim to have a workforce which reflects the diversity of society. Black, Asian and minority ethnic (BAME) people are greatly underrepresented in the teaching workforce and this has a negative impact on children and young people's learning. Rowena Arshad's 2018 report for Scottish Government, [Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools](#) outlines the urgent need for increased representation of BAME people in the teaching profession and the ways in which a lack of representation leads to poorer experiences and outcomes for learners and communities.

When children and young people see their communities and cultures represented amongst their teachers, they are more likely to feel connected, understood and able to succeed in school. Representation of diverse groups in the education workforce can help to improve the inclusivity of the curriculum, the learning environment and learning and teaching practices, and in this way contributes to improving attainment and achievement.

Schools and centres can help to increase diversity in the workforce by:

- Being aware of the potential for bias in recruitment procedures and pro-actively seeking to build a diverse team;
- Actively encouraging BAME members of staff to work towards promotion;
- Ensuring bilingual staff are valued for the full range of skills they bring, including but not limited to their bilingualism, and that they experience the same breadth of opportunity as other staff;
- Engaging with and promoting CLPL opportunities for all staff and senior leaders to develop a deep understanding of racism in all its forms;
- Developing a school anti-racist action plan;
- Promoting and demonstrating ongoing self-reflection on bias;

- Promoting teaching as a career choice to young people from diverse backgrounds; and,
- Promoting culturally responsive approaches to learning and teaching amongst all staff: when learners can see and feel that all aspects of their identity are included and valued in school, they are more likely to view teaching as a career where they can succeed.

'Professional values help to develop our professional identity and underpin a deep commitment to all learners' cognitive, social and emotional growth and wellbeing. They provide the foundation to support and encourage teachers to see the whole child or young person and their needs.' GTCS 2021



RELATIONSHIPS WITH LEARNERS, FAMILIES AND THE COMMUNITY

We promote family and community partnerships that value and involve all our pupils, parents and partners, and we work together to develop a socially just climate.

Parent Equalities Groups

It is vital that particular efforts are made to hear the views of those who have lived experienced of inequality. The [Parental Engagement and Involvement Strategy](#) outlines a commitment to improving diversity and representation in school parent forums. Parent Equalities Groups can be an effective way to engage parents who are interested in equality and social justice, but who may not wish to be involved in the wider Parent Council. Parent Equalities Groups often take a lead role in partnership working in the community to reduce the cost of the school day and promote other aspects of equality and social justice. A range of resources and support for establishments to establish parent equality and diversity groups is available to Equalities Coordinators via the [Equalities Coordinators Teams](#) page.

Connect's [Equality and Equity Toolkit](#) provides useful practical guidance to help school communities (parents, pupils, staff and others working alongside and with the school) to think about equity and equality and how they can work together to support these principles in their school community.

UNCRC

The Education Department promotes a children's rights-based approach to all aspects of education. The [GTCS Professional Guide: A Children's Rights Based Approach](#) gives an overview teachers' role in supporting and promoting children's rights, and professional responsibilities to promote rights are fully defined in the [GTCS Standards 2021](#) and [SSSC Codes of Practice](#).

Article 12 outlines children's right to have their views heard on matters which affect them. In planning work to reduce inequality and promote social justice, the views of children and young people who have experienced disadvantage

should always be sought, in ways which protect their human dignity and can meaningfully influence change and improvement.

[Children's Parliament](#) offers free practical resources for working with children and young people to improve how they experience their rights. [The Dignity in School Hub](#) contains templates and activity kits for practical sessions to build understanding of dignity and rights with children of all ages.

Other useful resources and information to support schools to work in ways that promote children's right to be heard can be found via [Unicef](#), [Scottish Government](#), [Together](#) and [Children and Young People's Commissioner Scotland](#).

Participation in [Rights Respecting Schools](#) provides a useful framework to help schools advance children's rights. What really matters is that every adult in the school or centre understands how to make children's rights real and that this is reflected throughout their practice. East Renfrewshire's Family Friendly Framework also supports schools and early learning and childcare settings to adopt rights-based approaches to working with children and families. Parent Club's [Guide to Children's Rights](#) may be useful when working with parents and carers to promote children's rights.

'The individual professional person who engages with children day-to-day is a key ally in the delivery of the experience of rights for children whether at school, within service provision or in the community.' [Children's Parliament](#), [How Professionals Make Rights Real](#)

'Starting with teachers as individuals, values extend to our learners, our colleagues and community and to the world in which we live.' GTCS 2021

SELF-EVALUATION FOR SELF-IMPROVEMENT

A variety of self-evaluation resources are available to support schools to identify strengths and areas for development in their approaches to social justice. In particular see:

- Reflective questions within GTCs Guides for Teachers: [A Children's Rights-based Approach](#) and [Equality and Diversity](#)
- [LGBT Inclusive Education Implementation and Evaluation Toolkit](#)
- [ERC Self-evaluation Tool for Diversity and Representation in Learning and Teaching](#)
- [Cost of the School Day Reflective Questions](#)
- [Improving Gender Balance Self-evaluation Framework](#)
- [The Key: Anti-racism Curriculum Review Tools \(primary/secondary\)](#)
- [Tiney Guide to Becoming an Inclusive Anti-racist Early Educator](#)

The **school improvement plan** is an important means of promoting a culture of equality. In particular, school leaders should consider how improvement activities impacting different equality groups are prioritised, the **diversity of the staff who are leading** prominent initiatives, and the involvement of **diverse children and young people in pupil leadership roles**. Where improvement activities involve a changing policy or establishing a new policy, an Equalities, Fairness and Rights Impact Assessment should be completed at an early stage in policy development.

Equality, Fairness and Rights Impact Assessment

Where a new policy or practice is developed at school or local authority level, [an Equality, Fairness and Rights Impact Assessment](#) must be undertaken to assess the potential impact of the policy on those in protected characteristic groups, on those living with poverty, and on children's rights and wellbeing. The assessment is designed to ensure three essential processes:

1. Screening - who will the policy affect?
2. What will be the impact of this policy on promoting or damaging equality, fairness and rights?
3. Planning mitigating actions.

The Equality, Fairness and Rights Impact Assessment ensures public organisations meet legislative requirements to consider the impact on protected groups with respect to the **Equality Act (2010)**, **Fairer Scotland Duty, UNCRC (Incorporation) (Scotland) Bill (2020)**, and **Children and Young People (Scotland Act) (2014)**.

The impact assessment must be carried out at the policy development stage and well before the new policy is finalised, so that any inequalities identified through the process can be acted upon and changes made before the new practice is adopted.

'Upholding the professional values of social justice, trust and respect and integrity requires a commitment to leadership that inspires confidence and encourages aspiration. This commitment underpins leadership of learning in all contexts and change for improvement. It values the contribution of others, challenges biases and assumptions and applies critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland.' GTCs 2021

Establishment Equality Policies

This document provides a practical framework to guide all schools and centres in their ongoing work to promote equality and social justice.

School handbooks should contain a statement on the importance and centrality of equality and social justice to all areas of practice, along with the name of the member of SLT who is the school's Equalities Coordinator. To avoid duplication schools may find it simplest to link their own equality statements or policies directly to this framework, which will be available to parents, carers and partners.

APPENDIX 1

LIST OF HYPERLINKED REFERENCES

East Renfrewshire:

[Advancing Excellence and Equity](#)

[Strategic Equity Funding Plan](#)

[PEF Guidance for Schools](#)

[Dressing for Excellence policy \(Standard Circular 6 \(Revised\)\)](#)

[Money, Advice and Rights Team \(MART\)](#)

[Application page - free school meals, clothing grants and Education Maintenance Allowance](#)

[Equality & Social Justice Teams page](#)

[ASN Coordinators Teams page](#)

[Equalities Coordinators Teams page](#)

[Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire](#)

[Guidance on Supporting Bilingual Learners](#)

[EAL & Supporting Bilingual Learners Teams page](#)

[Self-evaluation Tool for Diversity and Representation in Learning and Teaching](#)

[Healthier Minds website](#)

[Meeting Learners' Needs Website](#)

[Support for Inclusion section of the Meeting Learners' Needs website](#)

[Guidance on the Seven Principles of Curriculum Design](#)

[Curriculum Design Vision for 2025](#)

[Online Curriculum Design Resource \(Thinglink\)](#)

[Lingualab](#)

[Lingualab resources for professional learning](#)

[Lingualab curriculum resources](#)

National:

[Developing the Young Workforce](#)
[Education Scotland Anti-Racist Education resources](#)
[Education Scotland Inclusion, Wellbeing and Equalities wakelet](#)
[Education Scotland Improving Gender Balance Self-evaluation Framework](#)
[GTCS Equality and Diversity Hub Resources by Theme: Intersectionality](#)
[GTCS Professional Guide: A Children's Rights Based Approach](#)
[GTCS Professional Guide: Equality and Diversity](#)
[GTCS Standards 2021](#)
[How Good Is Our School? 4](#)
[How Good Is Our Early Learning and Childcare?](#)
[Learning for Sustainability](#)
[LGBT Inclusive Education Platform](#)
[LGBT Inclusive Education Implementation and Evaluation Toolkit](#)
[Scottish Government UNCRC](#)
[SSSC Codes of Practice](#)

Third Sector:

[Apparel Xchange](#)
[Bell Foundation](#)
[Child Poverty Action Group Scotland](#)
[Children and Young People's Commissioner Scotland](#)
[Children's Parliament](#)
[Children's Parliament Dignity in School Hub](#)
[Children's Parliament How Professionals Make Rights Real](#)
[Connect Equality and Equity Toolkit](#)
[Cost of the School Day Toolkit](#)
[Cost of the School Day Reflective Questions](#)
[CRER Introduction to Anti-Racist Curriculum Development](#)
[Decolonisation_The Anti-racist Educator](#)
[East Renfrewshire Back to School Bank](#)
[EIS PACT](#)
[Global Citizenship Education](#)
[Learning for Justice](#)
[OECD Big Picture Thinking](#)
[Parent Club Guide to Children's Rights](#)
[SCOTDEC](#)
[The Key: Anti-racism Curriculum Review Tools](#)
[Tiney Guide to Becoming an Inclusive Anti-racist Early Educator](#)
[Together](#)
[WOSDEC](#)
[UN Sustainable Development Goals](#)
[Unicef Rights Respecting Schools](#)

GLOSSARY

Ableism	Unfair treatment of people who have been socially constructed as unable to do things that others can. ¹ Policies or practices are ableist when they fail to take account of the needs of people with disabilities.
BAME	Black, Asian and Minority Ethnic.
Bias – Implicit and Explicit	Bias is a prejudice in favour or against one thing, person or group compared with another. Biases may be held by an individual, group or institution and can have negative or positive consequences. There are different types of biases: conscious bias, also known as explicit bias, and unconscious bias, also known as implicit bias. Implicit bias is far more prevalent than explicit bias and is often incompatible with one's conscious values.
Bilingual learners	Bilingual learners are individuals who function in more than one language in their daily lives. The term emphasises that learners already have (at least) one other language besides English. The term does not, however, imply an equal or specified level of fluency.
BME	Black and Minority Ethnic.
Colonialism	The practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
Culture/Cultural	The ideas, customs, and social behaviour of a particular people or society. ² Everyone has a culture which may include factors such as language, social class, religious beliefs and practices, traditions, values, dress and food.
Cultural Competence	Cultural competence builds on the concepts of cultural sensitivity and cultural awareness and refers to 'a set of behaviours, attitudes and policies that come together... that enable effective work in cross-cultural situations.' ³ In education, this means applying knowledge about cultural diversity appropriately while working to improve outcomes for children and young people. Cultural competence includes awareness of one's own cultural positionality.
Culturally Responsive Teaching	Culturally responsive teaching is practice which: <ul style="list-style-type: none"> • recognises and values the diverse ways in which young people demonstrate their learning across cultures • 'responds positively and constructively with teaching moves that use cultural knowledge as a scaffold, to connect what the student knows to new concepts and content'⁴ • prioritises the inclusion of culturally relevant contexts for learning, using these to connect with learners and build supportive relationships.
Decolonisation/ Decolonising	Decolonisation is the deconstruction of colonial oppression and active resistance to colonial power. In education, the term refers to the process of interrogating the curriculum, questioning the source of content and the viewpoints represented, and planning a curriculum which represents a more balanced worldview.

¹ *Leading in Colour: The Fierce Urgency of Now*. The Staff College 2021

² Oxford English Dictionary

³ Cross, Terry L *Towards a Culturally Competent System of Care* 1989 https://www.eri-wi.org/download/conference/2013-conference/20_h_WhyDoesntEveryone_chart.pdf

⁴ Hammond, Z.L. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin 2014

Differentiation	The process by which teachers adopt a range of approaches and strategies to match learning and teaching to the individual needs of each child or young person, with consideration for the different ways each individual learns best.
Equity	Equity in education is concerned with understanding the individual circumstances of every learner and providing the support each individual needs in order to achieve fair and equal outcomes.
Ethnicity	'A multi-dimensional concept which includes culture, language, religion, migrant status and physical appearance (race).'
Eurocentric	Practices or policies are Eurocentric when they ignore or undervalue non-European experiences or viewpoints.
Global Citizenship	'The umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies.'
Inclusion	'An ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination.'
Intersectionality	The interconnected nature of social categorisations such as race, class, religion, ability, sexuality, ethnicity and gender, which create overlapping and interdependent systems of discrimination, disadvantage or privilege. Through an awareness of intersectionality, we can better understand power, privilege and the different experiences people have within a society.
Learning for Sustainability (LfS)	LfS weaves together global citizenship, sustainable development education and outdoor learning. It emphasises the interconnectedness of individuals, societies and the natural world. LfS is an entitlement for all learners in Curriculum for Excellence.
LGBTQIA+	An abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity.
Pedagogy	The theory and methods of practice in learning and teaching.
Race	Not a biological reality, but a social construct and system of categorisation used to privilege some groups and oppress others based on skin colour and physical features.
Racial literacy	'Racial literacy, also known as racial consciousness, refers to an individual's deeper awareness and understanding of race. With racial literacy comes the tools and vocabulary to discuss more complex ideas about race and a growing understanding of how racism operates in its multiple forms.'
Racism	There are many definitions of racism. At the simplest level, racism is prejudice based on skin colour. However, racism should also be understood as a systemic, social and institutional problem which privileges and oppresses groups of people based on race.'

⁵ SAGE Dictionary of Race, Ethnicity and Culture 2003

⁶ UN <https://www.UN.org/en/academic-impact/global-citizenship>

⁷ UNESCO-IBE page 3, as cited in *Introduction to Inclusive Education*. Education Scotland 2018

⁸ Theantiracisteducator.com

⁹ Dismantleracism.org



Social Justice Strategy 2023 - 2026



Education Department



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INTRODUCTION

This strategy accompanies the guidance framework *Beyond Equity: A Framework for Social Justice in Education in East Renfrewshire*.

It outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.

The Education Department worked with children and young people, parents and staff to prepare this strategy, gathering their views through questionnaires and discussion groups.



WHAT CHILDREN AND YOUNG PEOPLE TOLD US



493 pupils in P5-S6 and 245 pupils in P1-4 completed questionnaires. Pupils were invited to agree/disagree with a number of statements related to equality, social justice and children's rights (Appendix 1).

The following statements had the highest average ratings /5 overall:

- My school helps me to understand what children's/young people's rights are. (4.5/5)
- I can look for and get information that I need. (4.4/5)
- My school helps me to understand what equality is. (4.4/5)

The following statements had the lowest average ratings overall:

- I feel free to give adults at school my opinions about things that affect me. (3.8/5)
- My rights are always respected in my community. (3.9/5)
- My views are heard and listened to at school. (4.0/5)

The following statements were the most frequently disagreed with:

- I feel free to give adults at school my opinions about things that affect me. (14.8% of responses)
- I feel like I can be myself at school. (13.6%)
- All different kinds of people are treated fairly at school. (10.5%)
- My views are heard and listened to at school. (10.1%)



We asked pupils in P5-S6 to complete the sentences, 125
'Social justice is when...', 'Equality is when...' and 'I feel my rights and my dignity are respected when...'

Here are some of their responses:

Social justice is when...

'People will stand up for what they think is right. Not just posting it on Instagram or doing a PSHE lesson, but actually saying something when they see something that's not right.' *S6 pupil, Woodfarm HS*

'Everyone gets what they need as an individual.' *P7 pupil, Our Lady of the Missions PS*

'People in the community stand up for each other when others are discriminated against/hate crimed.' *S5 pupil, Williamwood HS*

'It doesn't matter how much money your family has or what your personal background is, everyone gets treated fairly.' *S1 pupil, Eastwood HS*

Equality is when...

'People respect your gender, race, body type, lifestyle and rights.' *P7 pupil, Carlibar PS*

'People are treated fairly.' *P7 pupil, Neilston PS*

'When teachers say yes to go to the toilet and then I am allowed.' *P6 pupil, St Mark's PS*

'When very different people are treated equally.' *P5 pupil, Our Lady of the Missions PS*

I feel my rights and dignity are respected when...

'When I am listened to by my teacher and classmates.' *S1 pupil, St Ninian's HS*

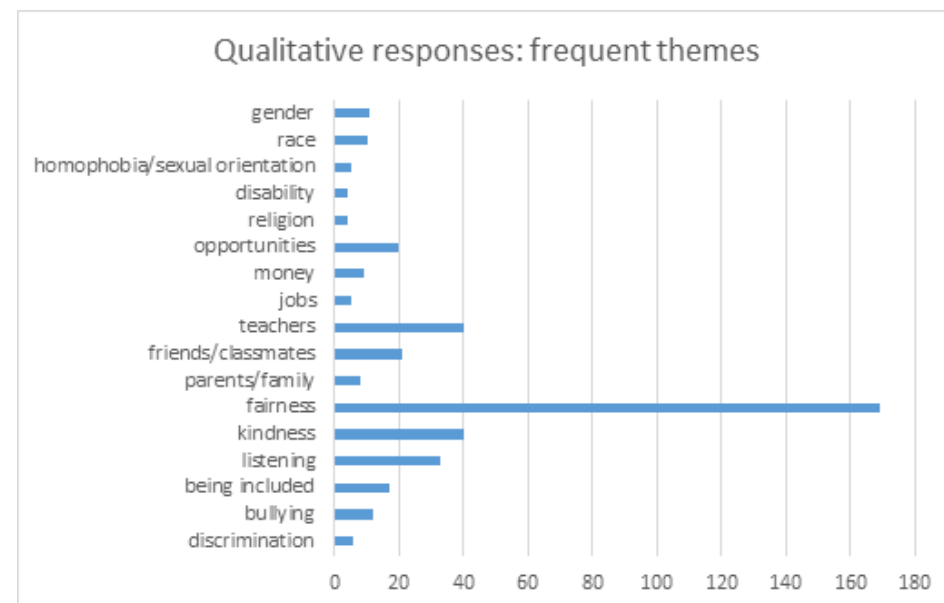
'If I get a hot lunch it respects the right of healthy food and healthy water.' *P7 pupil Our Lady of the Missions PS*

'When I'm included in things like outdoor games.' *P6 pupil, Carolside PS*

'When I get to get changed in a different room from the boys.' *P7 pupil, St Mark's PS*



The responses across all free text questions were analysed to identify commonly recurring words/themes and the results are shown in the chart below.



WHAT TEACHERS AND EARLY LEARNING & CHILDCARE PRACTITIONERS TOLD US



Teachers and early years practitioners and leaders highlighted a number of areas of strength in current practice, such as:

- Availability of Pupil Equity Funding to improve equity for learners living with deprivation;
- Engagement of all schools with Rights Respecting Schools programme, with strong rights-based and family-focused practice in early years establishments;
- Initiatives to reduce the Cost of the School Day (CoSD); and,
- Progress in engaging a wider range of parents in the life and work of the school, in particular through parent equalities groups.

These areas of strength are reflected in our data, for example in improvements in the engagement and attainment of individual children and young people, increases in the number of schools adopting CoSD approaches and establishing parent equalities groups, and achievement of Rights Respecting Schools and Family Friendly accreditation.

School and centre-based staff also highlighted a number of opportunities for further improvement, in particular:

- Supporting all staff members to deeply understand revised GTCS standards (2021) and adopt values and practices aligned with social justice;
- Engaging a more diverse range of parents in the life and work of the school;
- Consultation and partnership working with pupils and families to identify, understand and work to remove barriers for particular groups of learners; and,

Continuing to refine the use of resources to improve equality and equity for all learners.

WHAT PARENTS TOLD US

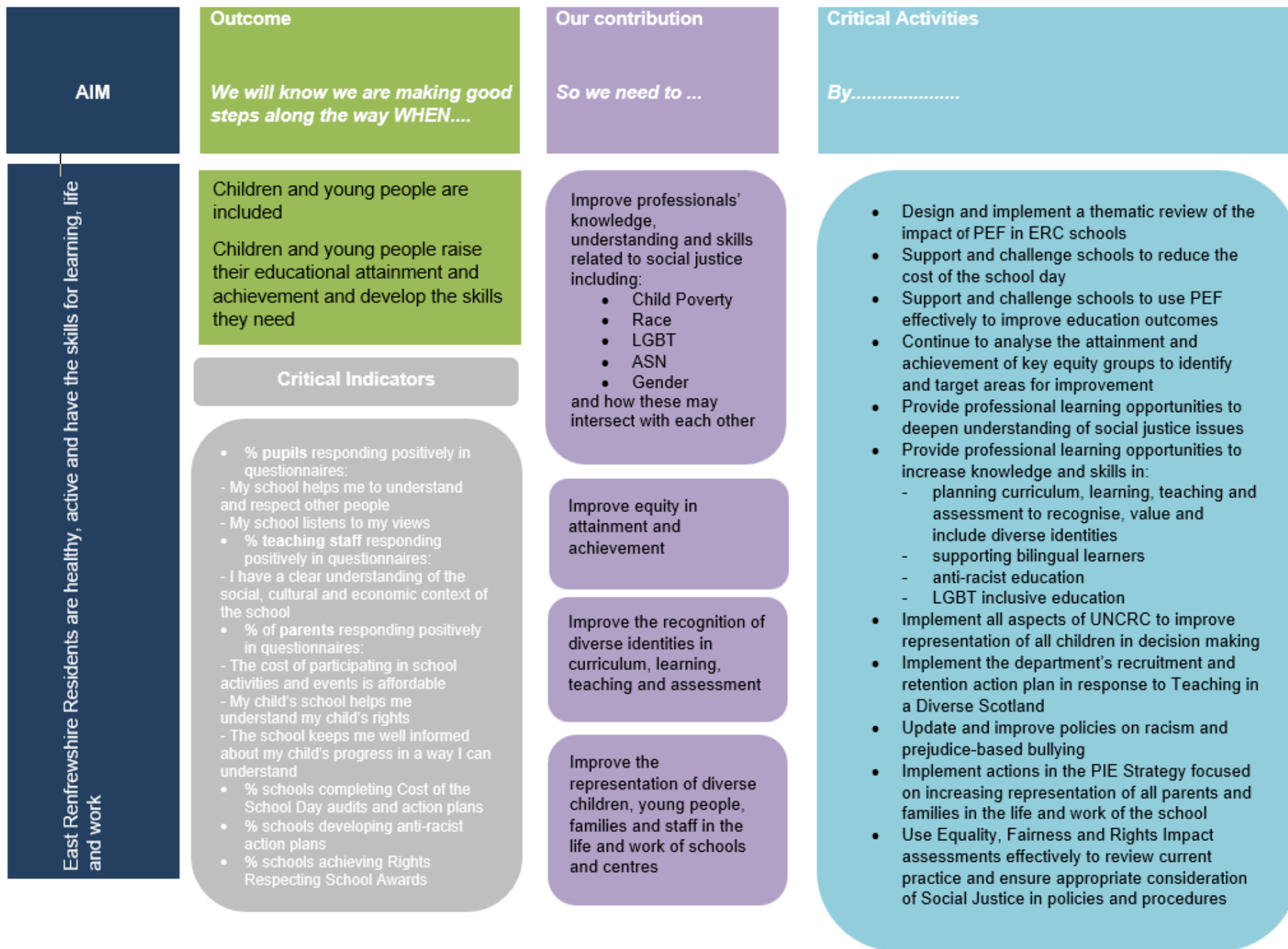


In discussions with parents, the following areas were seen as being important for schools to develop:

- Awareness of differences between people and acceptance of difference
- Understanding and meeting the needs of different groups
- Education being inclusive in line with the standards set by Getting It Right For Every Child
- Core values such as fairness, respect and equity
- The prominence of rights and diversity in children's education.



The driver diagram below sets out the Education Department's key commitments targeted at improving social justice from 2023-2026. Detailed guidance to support schools to work towards these aims is outlined in *Beyond Equity: A Framework for Social Justice in Education in East Renfrewshire*.



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- % schools accurately recording racist and bullying incidents via SEEMIS
- Evaluations of professional learning opportunities
- % budgets allocated through Participatory Budgeting
- Attainment and achievement of key equity/equality groups including Ethnic Minority (disaggregated), Gender, Care Experienced, SIMD and ASN
- Evaluation of School Improvement Plans/PEF Plans and Standards & Quality Reports
- % key equity/equality groups represented in our staffing

Reduce barriers which limit the involvement and engagement of specific groups of children and young people, parents/carers and staff.

- Support and challenge schools to adopt collaborative self-evaluation and consultation approaches to identify local barriers to stakeholder involvement and address these
- Implement actions in the DYW Action Plan focused on improving equity
- Develop and launch social justice policy guidance/framework
- Share effective practice across sectors and establishments



APPENDIX 1



EQUALITY AND SOCIAL JUSTICE: PUPIL CONSULTATION MAY/JUNE 2022

Questions for all pupils:

Star rating 1-5 Strongly disagree – Strongly agree:

1. My school helps me to understand what children and young people's rights are.
2. I feel my rights are always respected at school.
3. I feel my rights are always respected in my community. *
4. I feel free to give adults at school my opinions about things that affect me.
5. I feel my views are heard and listened to at school.
6. I can look for and get information that I need.
7. My school helps me to understand what equality is.
8. All different kinds of people are treated fairly at school.
9. I am treated like I matter as much as everyone else at school.
10. I feel like I am valued at school. *
11. I feel like it's ok to be myself at school.
12. I think others can always be themselves at school.

* P5-S6 only

Free text questions P5-S6:

I think equality is when...

I think social justice is when...

I feel my rights and dignity are respected if/when...