



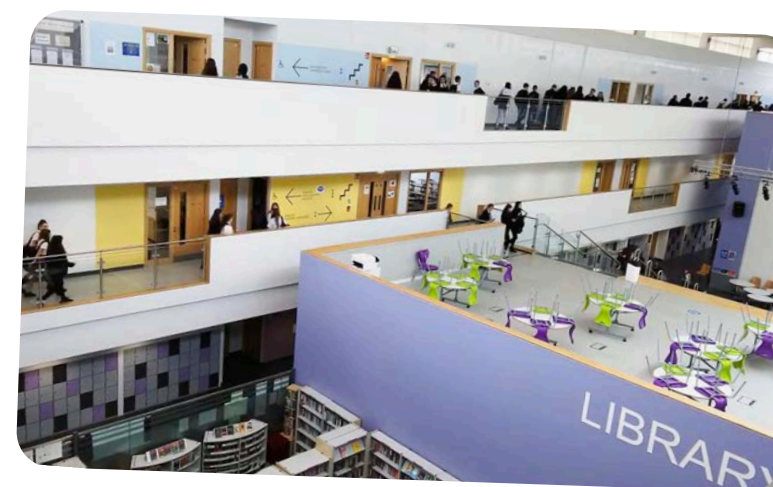
Standards and Quality Report 2022-23



Everyone Attaining, Everyone Achieving through Excellent Experiences

Everyone Attaining, Everyone Achieving through Excellent Experiences

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EVERYONE
ATTAINING

EVERYONE
ACHIEVING
EXCELLENT
EXPERIENCES



Foreword

East Renfrewshire Council continues to prioritise education as a key service and is committed to providing the highest quality for all our residents. This Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year and demonstrates the ongoing culture of improvement within the department and across our early learning and childcare settings, schools and services.

Evidence has been gathered by the Quality Improvement Team, through self-evaluation activities, which has enabled the department to identify next steps and continue to provide the highest quality of experiences for all our learners. These next steps will be undertaken over the next three sessions through implementation of our Local Improvement Plan 2024-27.

External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools and centres, commented very favourably on the practice they observed.

I would like to take this opportunity to thank all our staff for their efforts and acknowledge that relentless focus on meeting the priorities set by the Council and at a national level through the National Improvement Framework.



The Education Department remains fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. This responsibility, alongside the commitment to the council's values of ambition, kindness and trust are clearly evident throughout this report.

This Standards and Quality report is a tribute to the many superb achievements of East Renfrewshire's Education Department, its early learning and childcare settings, schools and services and the progress made in the implementation of Curriculum for Excellence in session 2022-23.

Councillor Andrew Anderson,
Convener of Education, Equalities, Culture and Leisure



I am pleased to share with you our Standards and Quality Report 2022-23. We celebrate here the impressive achievements of children and young people and recognise the success of our early learning and childcare settings, schools, services and staff. The ambition shown by our staff, children and young people has been outstanding and has ensured that we have continued to make improvements and deliver the highest quality service.

The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. Our Standards and Quality report is structured under this vision and details



Introduction

progress during session 2022-23 towards each of the target outcomes and impacts detailed in the Education Department's Local Improvement Plan for 2022-25. This report also demonstrates clearly the progress we have made towards the five national priorities set out in the National Improvement Framework.

The report demonstrates the progress we have made and the enormous contributions and improvements made by our learners, staff and partners with many notable successes. We have taken opportunity to pause and reflect on our priorities to ensure we meet the needs of all our learners and respond to new challenges. Through the self-evaluation activities which have informed this report, the department has identified next steps and these will be taken forward over the next three sessions through implementation of our Local Improvement Plan 2024-27.

I hope you find this Standards and Quality Report for 2022-23 provides you with a clear insight to how we work in partnership, set the highest expectations and ambitions for all in order that we deliver our vision and achieve excellence through equity for all.

Mark Ratter,
Director of Education



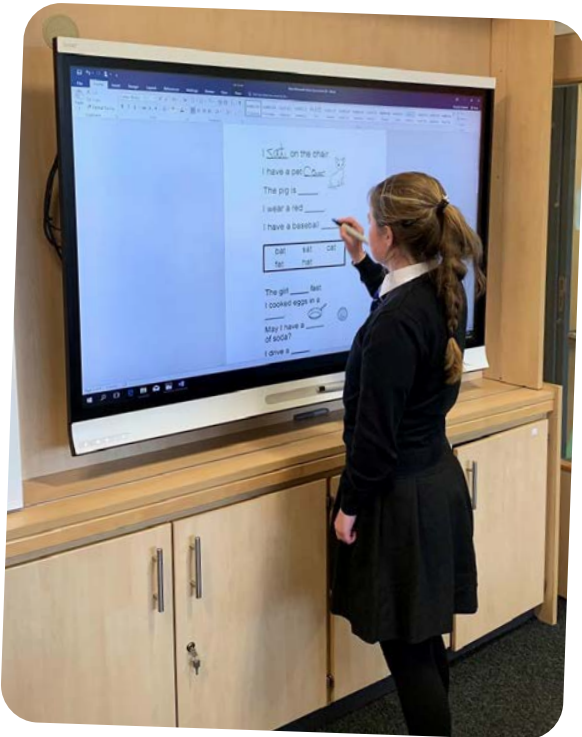
Background Information

About the Education Department

In 2022-23, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-four primary schools, of which thirteen have nursery classes, ten family centres and one school for children and young people with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2022-25. The Local Improvement Plan is organised under the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.



Evidence for the Standards and Quality Report is gathered annually through a range of activities designed to provide support and challenge to schools and ELC settings. Evidence for the 2022-23 report was gathered from the following sources:

- performance and questionnaire data
- reports on schools and early learning and childcare settings from the Quality Improvement Team;
- Education Scotland reports on schools and services
- reports on Early Learning and Childcare Settings by Care Inspectorate Scotland
- school and service improvement plans and Standards and Quality Reports

This report is also informed by:

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

The results of this self-evaluation will be used to plan the next steps, inform the main themes of our Strategic Equity Funding Plan 2022-26 and will be incorporated into the next Local Improvement Plan 2024-27.



Schools and Services Inspected in 2022-23

During session 2022-23, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

Education Scotland resumed their inspections in August 2022 and carried out national thematic inspections of inclusion and promoting positive behaviour, curriculum design and 1140 hours Early Learning and Childcare Expansion. Four East Renfrewshire establishments were selected for inspection and three were chosen to be part of the national thematic reviews:

- Braidbar Primary School and Nursery Class
- Crookfur Primary School and Family Centre
- Eastwood High School
- Hazeldene Family Centre
- Mearns Primary School and Nursery Class
- Neilston Primary School and Madras Family Centre
- Overlee Family Centre

Care Inspectorate

The following early learning and childcare settings underwent an inspection by the Care Inspectorate:

- Carolside Nursery Class
- Glenwood Family Centre
- Overlee Family Centre
- Eaglesham Nursery Class
- Cross Arthurlie Nursery Class

Schools & Services Inspected

Standards & Quality and Thematic Reviews

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

A thematic review of the impact of Pupil Equity Funding on children and young people experiencing poverty in East Renfrewshire took place, looking at specific areas which reflect the key priorities set out by Scottish Government.

Establishments in the Woodfarm Cluster (Glen Family Centre, Braidbar Primary School, Giffnock Primary School, Thornliebank Primary School, and Woodfarm High School) took part in a pilot of the Cluster Collaborative Improvement Visit model which replaced the Effective Transitions Review. The focus of the visits was agreed collaboratively by the cluster and the visiting team and had a consistent focus on learning and teaching and raising attainment for all. Collaborative Improvement aims to promote partnership working to ensure that we achieve sustainable improvements for all children and young people, including those from disadvantaged backgrounds.

Collaborative Improvement Visits took place at St Joseph's Primary School and Eaglesham Primary School and Nursery Class.

Collaborative Improvement Visits took place in all secondary schools Science and Health and Wellbeing departments.



Everyone Attaining

NIF Priority 5: Improvement in attainment, particularly literacy and numeracy

East Renfrewshire continues to advance equity and excellence as demonstrated through a wide range of local and national attainment measures. Our children and young people achieve exceptionally high standards of attainment throughout the broad general education and senior phase.



Senior Phase Attainment

Pupils across East Renfrewshire excelled in SQA qualifications with another year of outstanding results. We have continued to raise attainment with very strong Higher and Advanced Higher results and record equalling performance in S4. These achievements are a tribute to the hard work and commitment of pupils, and the collected efforts and support of their parents and school staff.

Key achievements include:

- 81% of S4 pupils attained 5 or more awards at National 5 or better, up from 78% in 2019.
- Best ever proportion of grade A awards at SQA National 5 in S4 this year; currently 61%. The presentation rate also increased for this measure this session.
- Increase in the proportion of learners achieving 8+ National 5 and National 5As in S4 to 59% and 28% respectively.
- Proportion of A-C passes at Higher in S5 remained the same compared to 2022 and 2019.
- 47% of S5 pupils attained 5 or more awards at Higher
- 69% of S5 pupils attained 3 or more awards at Higher
- 203 S5 pupils attained 5 or more A awards at Higher – 16% of the original S4 year group
- At Advanced Higher, 46% of S6 pupils achieved one or more awards (an increase of 6% since 2019); 21% of learners achieved at least one AH at grade A.

- ✓ Woodfarm and Williamwood High Schools all achieved outstanding best ever S4 results. Mearns Castle, St Luke's and St Ninian's High Schools all saw the proportion of S4 pupils who achieved 5 or more awards at National 5 increase from the previous year. Barrhead, St Luke's and Woodfarm High Schools had their best ever performance for the proportion of pupils achieving 5 or more awards at National 4.
- ✓ The Higher results for S5 pupils were once again strong across all measures. 84% of the original roll achieved 1 or more Highers. Similar to last year, 69% attained 3 or more Highers and 47%, achieved 5 or more.
- ✓ Mearns Castle and Woodfarm had their best results for 5 or more Highers, with an 8% and 1% increase respectively. Eastwood High School continued to have impressive attainment across key S5 measures.
- ✓ Barrhead, Williamwood and Woodfarm had their best ever results for the proportion of S6 pupils achieving 1 or more Advanced Highers, increasing by over 11%, 4% and 3% respectively.
- ✓ Pupils at Isobel Mair School delivered fantastic SQA results, with senior pupils achieving a range of National 2 and vocational qualifications.
- ✓ The improvements at S4, S5 and S6 in the 2023 SQA results provide clear evidence that we have focussed on Equity and Excellence by raising the bar for all and exemplifying the education authority's vision of Everyone Attaining, Everyone Achieving through Excellent Experiences.

Curriculum for Excellence Judgements

In 2022-23 almost all pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgement of progress in reading and talking and listening, with most pupils attaining the expected level in numeracy and writing. The proportions of East Renfrewshire pupils in P1, P4 and P7 combined achieving the expected level in these curricular areas, are significantly higher than the latest published national proportions (2021-22).

In 2022-23 almost all pupils in S3, achieved Curriculum for Excellence third level of attainment in the Broad General Education as measured by teacher professional judgement of progress in reading, writing, talking and listening and numeracy, with most pupils attaining fourth level in all areas. The proportions of East Renfrewshire pupils in S3 achieving at least third level and fourth level, are significantly higher than the latest published national proportions (2022-23).'

Teacher professional judgements

Based on P1, P4 and P7 pupils combined	2020-2021	2021-2022	2022-2023	ERC 3 Year Average 2020-21 to 2022-23	National Average 2022-2023
% Attaining or Exceeding Expected Levels – Reading	90%	89%	91%	90%	80%
% Attaining or Exceeding Expected Levels – Writing	87%	87%	89%	88%	75%
% Attaining or Exceeding Expected Levels – Talking & Listening	94%	93%	94%	94%	87%
% Attaining or Exceeding Expected Levels – Numeracy	90%	90%	91%	90%	80%

Based on S3 pupils	2018-2019	2021-2022*	2022-2023	ERC 3 Year Average 2020-21 to 2022-23	National Average 2022-2023
% Attaining or Exceeding Third Level – Reading	97%	97%	97%	97%	90%
% Attaining or Exceeding Third Level – Writing	96%	97%	96%	97%	89%
% Attaining or Exceeding Third Level – Talking & Listening	97%	97%	98%	97%	91%
% Attaining or Exceeding Third Level – Numeracy	96%	98%	98%	97%	90%

Based on S3 pupils	2018-2019	2021-2022*	2022-2023	ERC 3 Year Average 2020-21 to 2022-23	National Average 2022-2023
% Attaining Fourth Level – Reading	81%	83%	83%	82%	62%
% Attaining Fourth Level – Writing	80%	83%	84%	82%	60%
% Attaining Fourth Level – Talking & Listening	81%	82%	86%	83%	63%
% Attaining Fourth Level – Numeracy	78%	84%	82%	81%	63%

*No data gathered in 2019-20 or 2020-21 due to Covid-19.

Assessment and Moderation

Quality assurance and moderation remained a key focus in East Renfrewshire in 2022-23. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 10 years and is committed to continuing this work across all sectors.

Collaborative Learning Networks (CLN) were established in session 2022-2023 as a structure to focus on progression within and across Curriculum for Excellence (CfE) levels and support collaborative planning of learning, teaching and assessment. Throughout the academic session, 760 practitioners across early years, primary and special sectors engaged in local authority moderation activity and professional learning to support their understanding of key local and national messages in relation to assessment and moderation. They moderated learner assessment evidence and 99% was agreed to have met the intended outcomes planned collaboratively by the CLN at the beginning of the session. When surveyed 99% of participants indicated that they felt equipped to engage in a collaborative learning network and 98% valued the opportunity to meet with colleagues beyond their own establishment.

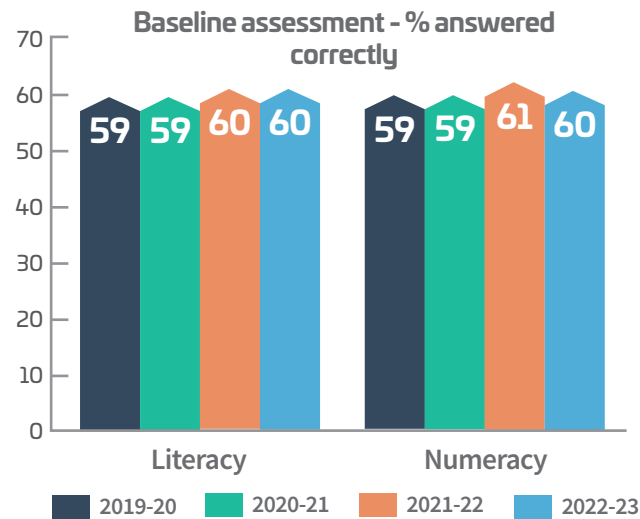


There is a comprehensive programme of CLPL on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners. 133 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. Almost all (93%) indicated an increase in confidence to develop effective questioning techniques and (94%) increased confidence in providing effective feedback to learners.



Baseline Performance

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 very slight decrease in numeracy as shown in the chart below.



Literacy Strategy

East Renfrewshire’s Literacy Strategy actions have continued to be progressed, with a full Career Long Professional Learning (CLPL) programme in place for teachers and pupil support assistants (PSA). This programme has been successful at improving confidence and competence in teaching and supporting literacy and English, leading to improved experiences for learners.

Four clusters have been involved in Chatterbox training with 41 PSAs developing their understanding of how to promote active listening and purposeful talk with learners.

Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. This year, 99 pupils across 3 schools benefitted from this literacy approach. At the beginning of the programme 79% of these pupils were reading below expected levels. 3 months later, after participating in the daily literacy activities, 63% of pupils were now reading at or above expected levels.

Reading Recovery teaching continues to support children in P2 struggling to make progress with literacy. This year, 58% of children who were taught through Reading Recovery were able to exit the programme having made progress equivalent to an average of two and a half years of reading age. The remaining 42% of children continued to receive support but still saw benefits, achieving an average of at least 9 months of progress in terms of reading age.

“The Reading Recovery programme is absolutely invaluable! I truly believe that without the support of Reading Recovery my child’s reading would not have come on so well. The difference in my child’s confidence, ability and willingness to tackle reading tasks is like night and day! Thank you!”

Quote from the parent of a Reading Recovery pupil.

Reading Recovery has been established in East Renfrewshire for a number of years. Our data now shows that children in P6 who received the support in P2 continue to make good progress achieving expected levels in literacy.

Numeracy & Maths Strategy

The refreshed Numeracy and Mathematics Strategy 2023-26 was approved by Education Committee in June 2023. The strategy links clearly to the Education Department’s vision ‘Everyone Attaining, Everyone Achieving through Excellent Experiences’ and sets out three main areas – attainment and achievement, learners’ experiences and stakeholders – detailing how we will ensure that all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. The strategy will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that numeracy and mathematics have a central and continuing focus in education.

A comprehensive professional learning programme is ongoing to support the aims of the strategy including: Number Talks and Numicon in Fractions, Decimals and Percentages. Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland’s Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. There are trained ‘Maths Champions’ in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. All Maths Champions in early years and primary have used the professional learning opportunities and network meetings to develop their confidence and practices in teaching numeracy and maths. The creation of the ERC Numeracy & Mathematics Hub and Twitter account has been well received and engagement with these platforms is growing.



NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Developing the Young Workforce

The Developing the Young Workforce (DYW) plan maintains a focus on curriculum, collaboration and equity. We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. A priority of the DYW School Coordinators is to work with employers to allow our young people to demonstrate and apply these skills in different contexts. In November 2022, a successful Employer Engagement event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers.

Our partnership with Skills Development Scotland (SDS) has ensured that our young people, staff and parents receive the most up to date, relevant labour-market information to support their learner pathways. Staff participated in professional learning to enhance their knowledge in relation to careers information and guidance. For the first time, Education Scotland and SDS supported the education department to offer professional learning on Developing the Young Workforce to all probationer teachers.

Vocational Education

Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for the workplace of further education in the future. In 2022-23, East Renfrewshire offered more than 60 courses, ranging from SCQF Levels 1 to 8 and provided by a wide range of partner Further Education providers. The number of young people participating in vocational courses increased from 380 in 2021-22 to 459 in 2022-23, demonstrating that, following a period affected by restrictions, young people felt more confident again to study out with their own school environment.

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

School Leaver Destinations

The highest ever number of pupils leaving East Renfrewshire schools went on to university, college, work or training.

A total of 1,430 young people left East Renfrewshire schools in 2021-22, and in statistics published by the Scottish Government it has been confirmed that 1,408 (98.5%) had made a positive next step in their development. This is the highest proportion ever recorded in East Renfrewshire, with the previous best being 97.7% in 2017-18. East Renfrewshire has compared favourably against the Virtual Comparator, West Partnership and national averages for this measure over the past five years.



98.5% of young people leaving school made a positive next step in their development

From summary statistics for follow-up leaver destinations for the same 2021-22 cohort, 97.5% of East Renfrewshire school leavers were in a positive destination in April 2023, our highest ever proportion and comparing favourably to the national rate of 93.5%.

The proportion of young people with Additional Support Needs moving on to a positive destination reached the highest level recorded in the past five years in 2021-22 with 97.5% achieving an initial positive destination. Similarly, the proportion of East Renfrewshire leavers from a minority ethnic background reached record levels in 2021-22 with 99.6% achieving a positive destination. These are the latest figures on 2021-22 leavers which are reported on in February 2023.

In all East Renfrewshire schools, almost all school leavers achieved a positive destination. In Barrhead High, 100% of their school leavers moved into a positive destination, with over 99% of St Luke's High and St Ninian's High pupils also doing so.



As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government's [National Performance Framework](#) as the measure of young people's participation in education, employment, training or other positive post school destination. In 2023, 97.7% of East Renfrewshire 16-19 year olds were participating in a positive outcome, well above the national figure of 94.3% and the highest proportion nationally of young people actively participating in society in a positive way. A stretch aim of 91.5% was set for young people living in quintile 1, this was exceeded with 95.5% of young people recorded as participating. Similarly, the target of 98.4% for young people in quintile 5 was met with 98.5% recorded, reducing the poverty related attainment gap from 7.3% to 3%. The table below details the performance of pupils living in quintiles 1 and 5.

Annual Participation Measure				
	All Pupils	Pupils living in Q1	Pupils living in Q5	Stretch Gap
2022 - 2023	0.7% increase	4.8% increase	0.4% increase	4.4% decrease

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

Equity is at the heart of East Renfrewshire's education strategy and attainment results reflect the work of teachers to vigorously support all pupils. The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools.

The analysis of outcomes for children and young people in the key equity groups is a central feature of our approach to self-evaluation and quality improvement. The Education Department and schools use data regularly to raise awareness, monitor progression, build leadership capability and capacity, plan improvement activities, and set targets.

Raising the bar and closing the gap

The Scottish Index of Multiple Deprivation (SIMD) can be used to identify children and young people who live in the most deprived areas in Scotland. We compare the performance of a range of key equity groups in East Renfrewshire against the overall national performance to measure and monitor the poverty-related attainment gap.

Baseline

Baseline assessment data in 2022-23 highlighted a gap between the attainment of those living in SIMD 1-3 and those in SIMD 8-10. This poverty related attainment gap for numeracy has decreased to 7 points, down from 9 points in 2021-22, and in literacy, the gap has increased from 7 points in 2021-22 to 8 points in 2022-23.

Developmental Milestones

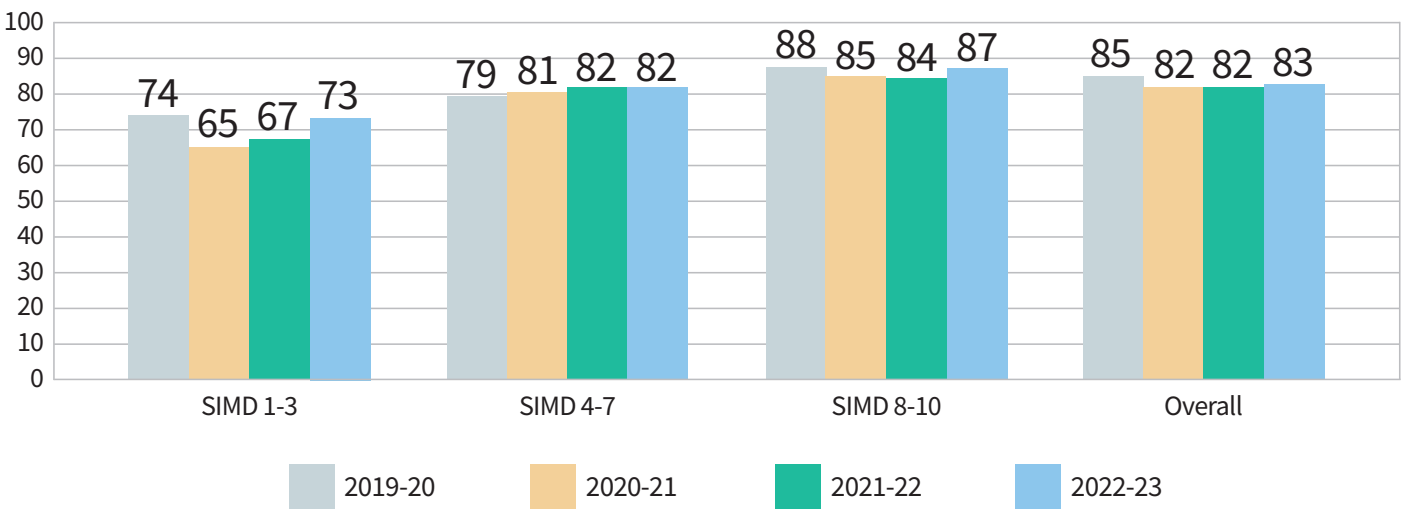
Since 2013-14 data has been gathered on the percentage of children achieving the expected levels of development on entry to primary 1. The following developmental components are assessed: Social, Emotional, Attention, Speech, Expressive Language, Receptive Language, Communication, Gross Motor Skills, 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 the chart below.

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.

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.

Developmental Milestones: History: by SIMD

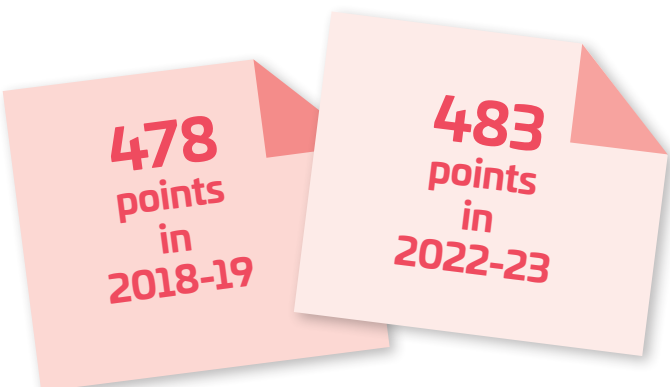


SQA

A points system is used to report achievement for entry to higher education in a numerical format. Points are aggregated from the different qualifications included in the tariff. There is no ceiling to the number of points which can be accumulated.

In East Renfrewshire, the average total cumulative tariff points of the most deprived 30% of S4 pupils has increased from 478 points in 2018-19 to 483 points in 2022-23. The latest result represents a 1% increase over the past five years and is significantly above the national and Virtual Comparator values of 320 and 318 points respectively for the current year.

There was a significant increase in the average total tariff points of the lowest 20% in 2022-23 to 337 points; from 288 points in 2021-22 and 311 in 2018-19. These values still compare very well to the East Renfrewshire's latest Virtual Comparator result of 174 Insight points and the national result of 109 points.



Tariff points of the most deprived 30% of S4 pupils in East Renfrewshire

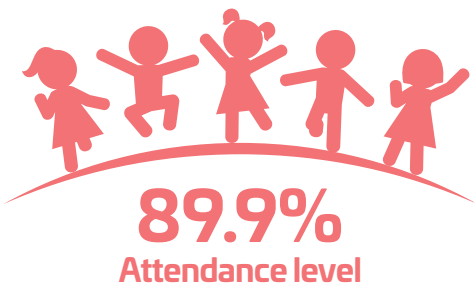
Free Meal Entitlement

The proportion of young people with free meal entitlement in S4 attaining 5 or more SCQF Level 5 awards remained at 55% in 2022-23; this compares favourably against the national and Virtual Comparator values; with 24% and 48% respectively.

Looked After Children and Young People

The overall attendance for looked after pupils of 89.9% in East Renfrewshire is a slight increase on the previous year's figure and compares favourably to the national figure of 87.9%. More targeted interventions are now being provided by the Learn Well Service who are supporting attendance and engagement of children and includes a focus on Care Experienced Learners.

The percentage of looked after pupils achieving awards in English and Mathematics at National 3 or better increased by 9% to 67%; 50% of looked after pupils achieved 5 or more awards at National 3 and 5 or more awards at National 4. The percentage of S4 looked after pupils achieving 5 or more awards at National 5 remained at 8%, the same as 2021-22.



Scottish Attainment Challenge Pupil Equity Funding

East Renfrewshire schools received a total of £1.48m Pupil Equity Funding (PEF) in session 2022-23 to resource their work to tackle the poverty-related attainment gap. As in previous years, schools adopted a wide range of interventions based on the needs of identified children in their local context, for example:

- Targeted support for literacy, numeracy and learning and teaching
- Initiatives to promote digital inclusion
- Support for pupil health and wellbeing
- Collaboration with third sector partners to support pupils and families facing specific barriers to school attendance and participation
- Initiatives to reduce the cost of the school day.

Throughout 2022-23 the department worked in partnership with schools to evaluate and improve the impact of Pupil Equity Funding (PEF). Pupil Equity Funding is allocated by Scottish Government directly to schools and is used to provide additional support for learners experiencing poverty and help close the poverty-related attainment gap. Through enhanced guidance, support from the Quality Improvement Team and training provided in partnership with Education Scotland, head teachers were supported to develop more rigorous approaches to targeting PEF towards those children most in need of support.

A Thematic Review of the Impact of PEF was carried out during March and April 2023. This considered a range of factors such as the quality of schools' evidence-based planning, collaboration with stakeholders and measurement of progress, as well as overall progress in improving learning outcomes for children and young people living with poverty.

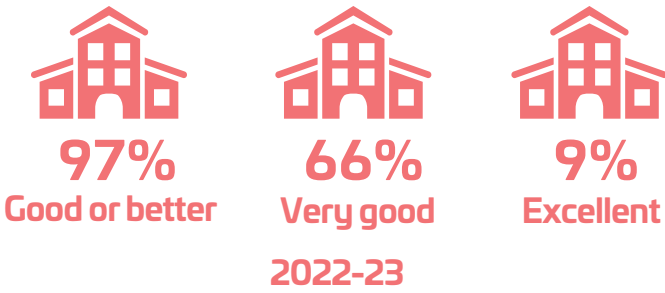
The report highlighted a number of key strengths including the strong rationale for the use of PEF developed by all schools, the very high rates of positive and sustained destinations for socio-economically disadvantaged school leavers, and the very high level of support to improve pupils' wellbeing provided by the Educational Psychology team. Some important areas for improvement were also identified and these have been used to plan next steps to be taken by schools and the education department to improve outcomes for disadvantaged learners. Some key next steps will be continuing to improve the rigour and focus of PEF planning and evaluation to ensure progress, continued opportunities for professional learning and peer support, and increased collaboration across schools and with partners in order to increase the impact of the funding.

“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.”
Crookfur Primary School, Summarised Inspection Findings, Education Scotland, February 2023

Raising Attainment and Achievement

As part of the Education Department’s annual improvement planning and reporting cycle, all ELC settings evaluate their performance against key quality indicators for How Good is Our ELC? with schools evaluating against indicators from How Good Is Our School?4. The Quality Improvement Team work together with Head Teachers to ensure that each school’s self-evaluation is rigorous and takes account of a wide range of evidence gathered from diverse sources and involving all stakeholders.

In 2022-23, 97% of establishments evaluated their progress as ‘good’ or better for raising attainment and achievement. 66% were evaluated as ‘very good’ and 9% as ‘excellent’.



Early Learning and Childcare

We have taken a variety of steps to support quality, coherence and progression across early level learning and teaching.

This has included the successful delivery of high quality professional learning opportunities for school leaders and teachers on developing playful pedagogy in their schools in partnership with University of Strathclyde. This training was well attended and evaluated positively. Impact was demonstrated in follow up visits with the majority of schools inviting a member of the QIO team to their establishment to further support this child-centred approach to learning and teaching.

As a result of this continued focus, children in all primary one classrooms now experience a more responsive curriculum in more playful environments which supports their curiosity and independence well. Teachers are becoming increasingly skilled in achieving an appropriate balance of adult and child directed activities which ensure that children make very good progress across the Early Level as they move from nursery into primary one.

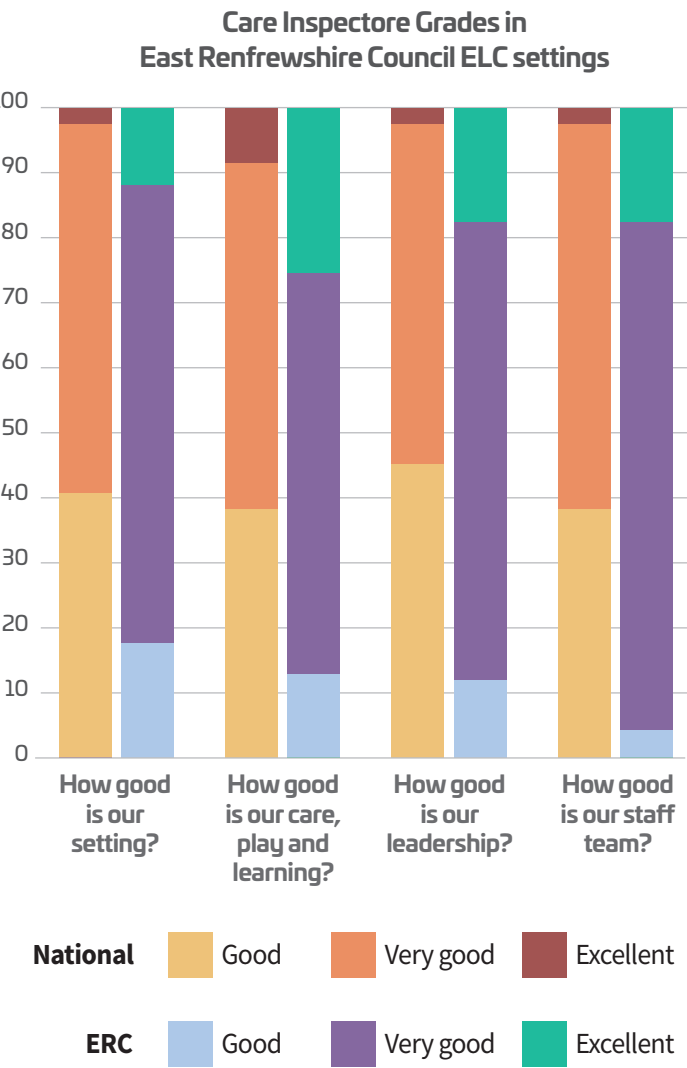
Financial resources were provided to all primary schools to enable them to extend their provision in the early years and this was seen to have a positive impact on the learning environments and the children’s experiences. Children are also benefitting from increased access to outdoor learning which is being delivered as part of the overall approach to learning through play.

Teachers and senior leaders in primary schools engage with the data in the Early Years Tracking Tool which is used in ELC settings to track and monitor children’s progress. This supports continuity and progression across Early Level and enables practitioners to more effectively build on what children already know and can do when they start primary one.

Early Years Strategy

This session the Care Inspectorate inspected five local authority settings: Overlee Family Centre, Carolside Nursery Class, Eaglesham Nursery Class, Glenwood Family Centre and Cross Arthurlie Nursery Class. All of these settings were awarded grades of very good or above.

The quality of Early Learning and Childcare in East Renfrewshire is very high across all key questions and significantly exceeds the national picture as of 30 June 2023.



Overlee Family Centre report quotes:

“An extensive range of resources and experiences were on offer to support children’s play and learning. The well thought out areas and resources were supporting children to have choice, and develop their independence and creativity. All parents who provided feedback strongly agreed, “My child has access to a good range of quality toys and play materials.” We found the high-quality range of experiences and resources supported children to extend their vocabulary, and develop skills in numeracy and literacy.”



Carolside parent quote:

“My child loves nursery. The staff go above and beyond to ensure they are happy and enjoy their learning. The nursery always updates parents via Twitter and newsletters which keeps us informed. There are so many events which engage both pupils and parents in the nursery community. I feel like my child is safe, secure and loves learning here at Carolside Nursery.”

Eaglesham report quote:

“Children’s opportunities for play and learning were enhanced by strong community links and opportunities for play beyond the setting. This included visits to local farms, parks, open spaces, and the local care home. For example, on the day of inspection, a local farm was visiting with two lambs. We observed children enjoying meeting and learning about the lambs. This supported children’s learning and created strong links within the community.”



Glenwood report quotes

How good is our care, play and learning? Excellent evaluation.

“We made an evaluation of excellent for this key question as we found innovative, effective practice and very high-quality performance across a range of the nursery’s activities from which other services could learn. We were confident that this level of performance was sustainable and that it will be maintained.”

“A range of strategies and regular opportunities through structured activities and programmes supported children to flourish and achieve. This significantly contributed to the inclusive ethos of the service.”

“We found children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted choice and independence. Well considered innovations such as a ‘Digi Dome’ to support digital literacy and creative approaches successfully engaged children’s imagination and enrich their play and learning.”

Cross Arthurlie report quote:

“Specific play areas including water, construction, house and art/design offered children resources to engage in a variety of play and learning experiences. Children were having lots of fun. We observed them in the construction area creating structures, they were deeply involved in imaginary play with their peers. Staff knew when to support or ‘scaffold’ children’s play or stand back and observe.”

What are we going to do now?

- Continue to implement the Numeracy & Mathematics Strategy 2023-2026.
- Update and implement the Literacy Strategy 2024-2027.
- Implement the Strategic Equity Fund Plan 2023-2026 and support and challenge school use of the Pupil Equity Fund.
- Continue to implement the Developing the Young Workforce Action Plan 2022-25.
- Continue to build capacity of the department and schools to gather information on pupils’ progress in all curricular areas and in developing the four capacities of Curriculum for Excellence (successful learners, confident individuals, effective contributors and responsible citizens).
- Invest in data and collaborative inquiry to support and challenge schools to develop their approaches to tackle the attainment gap.



Everyone Achieving

A range of learners' staff members' and partners' achievements were celebrated during 2022-23. An ethos of high expectation and achievement is evident across all our educational establishments supported by a culture of self-improvement. Our children and young people are supported well, motivated to achieve and provided with various opportunities to ensure they succeed and maximise their potential.

Leadership

Leadership development is a key area on the national policy agenda and the Education Department remains committed to providing a detailed and robust Career Long Professional Learning (CLPL) programme for all our aspiring and experienced leaders. In a rapidly changing world, it is essential that leaders and managers are equipped with the skills to adapt to the changing needs of educational establishments and their communities. Senior Leaders provide strong leadership which enables our schools and centres to continuously improve.

The CLPL provision aims to increase leadership capacity across all sectors of the school estate and is supported through effective coaching and mentoring. Our educational establishments foster collaborative leadership opportunities for staff at all levels as leadership is essential in achieving high expectations and ambitions for all learners. There continues to be a range of professional learning opportunities for staff to develop in this area, for example through Masters Level learning as well as the *Into Headship* and *Excellence In Headship* programmes. During session 2022-23, the education department introduced a new *Operational Leadership* programme, which has been designed to complement our Aspiring Leaders programme and which has already been attended by a significant number of practitioners.

In 2022-23, three groups of practitioners across different levels and sectors have taken a professional inquiry approach to reviewing our East Renfrewshire Leadership Strategy. Their work will inform the refreshed strategy which will be launched during session 2023-24.



CLPL and Professional Inquiry

Between August 2022 and June 2023, a wide range of courses were facilitated by the Quality Improvement Team and Education Psychology Service. Training programmes focussing on Assessment and Moderation, Literacy, Numeracy and Leadership have significantly increased the confidence of practitioners to improve learning, teaching and assessment. Evaluations of courses facilitated by the Quality Improvement Team demonstrated that almost all attending staff felt confident that their participation would lead to a positive impact on learners. Significant numbers of teachers participated in professional learning facilitated by the West Partnership, and increasingly our schools and ELC centres are sharing their professional learning across and beyond their clusters.

In partnership with the University of Strathclyde, a Research Hub which provided training and ongoing support for practitioners on appropriate and impactful professional inquiry was established in Barrhead High School. Every teacher engaged with a professional inquiry and, in some cases, collaborative inquiry with their peers which has further promoted the culture of inquiry across each establishment.

OUTSTANDING ACHIEVEMENT

A Barrhead High School pupil has been recognised for her artistic talents. She was the winner of the Schools' Art Award 2022 (Secondary School Category) from the Royal Scottish Academy of Art and Architecture - there were over 1000 entries from across Scotland. This award recognises work which displays creativity, originality and skills of technique and observation. Her entry - a selfie with a difference on the theme of self-reflection - was displayed in an online exhibition in May 2022. She also received full marks from the SQA for the model she designed and created for Design and Manufacture as part of her National 5 assignment. She is following her dream as she has been accepted into Model Making for TV and Film at City of Glasgow College.

OUTSTANDING ACHIEVEMENT

A pupil from Woodfarm High School was recognised in the Creativity and Personal Achievement category. She is a talented young chef and shot to national recognition by finishing fourth in the Young Chef of the Year competition, after battling it out against more than 13,000 other young people. Such is her dedication and skill that she has now been asked to return as a judge for the next Young Chef of the Year competition.

Quote from Fiona Johnston, HT Barrhead HS on the Research Hub:

"Our partnership with Strathclyde University provided further opportunities for staff to engage in critical and creative thinking. Staff welcomed the opportunity to focus on measuring data, research approaches and working collaboratively to improve learning and teaching. Staff demonstrated confidence in sharing and discussing how their practice has evolved as a result of their enquiry via our showcase event. As a result, all staff are committed to an enquiring stance that is manageable and is linked with their professional learning to improve outcomes for young people."

Learners in the broad general education also had the opportunity to participate in a learning experience with Strathclyde University. The cohort worked together throughout the session to identify an issue to investigate and share their findings with all stakeholders. Feedback from learners and Strathclyde University confirmed that learners developed leadership and research skills and had the confidence to work with others to carry out an enquiry."

All probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff, and their findings were shared at a showcase event in May 2023.

Professional Update is a scheme of re-accreditation for teachers, which ensures the highest standards are maintained in Scottish schools. In September 2021, East Renfrewshire was reaccruited by GTCS to facilitate Professional Update. All teachers who completed their Professional Update in session 2022-23 evaluated the impact of their professional learning on themselves and pupils, and believed that their learning had improved their practice.

Newly Qualified Teachers

51 Primary and 80 Secondary probationer teachers successfully completed their one year Teacher Induction Scheme placement in June 2023 and have achieved the GTCS Standard for Full Registration. They were well supported in their schools and through a comprehensive authority wide training programme facilitated by the education department.

In a survey carried out in June 2023, all probationers who responded agreed that professional learning experiences provided by the local authority had developed their professional values, knowledge and skills, and almost all agreed that they had developed as an enquiring professional through involvement in professional inquiry.

One probationer teacher commented, through the questionnaire that: "Everyone I have come in contact with has been hugely supportive and helped me to develop."



OUTSTANDING ACHIEVEMENT

An S1 pupil in St Ninian's won the First Prize of Individual Intermediate Category in the Final of the 2023 'Chinese Bridge' Mandarin Speaking Competition for UK Schools. She competed with other Secondary school students, often much older than her. A real inspiration for other learners.

Improving Our Classrooms

Improving Our Classrooms (IOC) is part of the West Partnership’s ‘Improving Our...’ professional learning programmes. Members of the Quality Improvement Team work with the West Partnership team to deliver this Masters Level professional learning programme for practitioners in the primary and secondary sectors. The other programmes are Improving Our Schools (IOS) and Improving our Departments (IOD). These programmes place classroom practitioners at the heart of school improvement and focus on self-evaluation at classroom level leading to improved attainment and approaches to learning and teaching.

In 2022-23, 13 teachers participated in the IOC programme and submitted a Case Study of Improvement. They were provided with a mentor, who has previously engaged with the programme, to support them throughout the session. Participating teachers were asked to evaluate the impact of their participation in IOC on both the learners they work with and their own practice. 92% said they saw an increase in pupil attainment and 100% felt that the changes they made to their practice had improved pupil confidence. 100% of participants said that they were using data more to improve learner outcomes and 92% felt that their skills as a practitioner had improved.

“I have really enjoyed the programme, the level of input from everyone who delivered the course was exceptional and I felt so motivated after each session to go back to my class and try new things!”
IOC participant.

In 2022-23 we had one primary school engaging with Improving Our Schools. This programme supported all teachers in the school through their engagement in the high quality professional learning programme which had a consistent focus on data informed targeted interventions to improve attainment and achievement in literacy and English for all children across the school.

Quote from Gerard Curley, Head Teacher of Neilston Primary School:
“We have been involved in Improving Our Schools for about a year and a half and it has fundamentally changed the way we consider and use our classroom-level data, how this connects with practitioner enquiry and how we measure outcomes for learners through our professional dialogues. This is improving the accuracy and reliability of our teacher judgements.”

Quote from P6 Class Teacher, Neilston Primary School:
“Progressing through the IOS programme has felt incredibly empowering. It has given me a much deeper understanding of the different types of data that are relevant to a young person’s learning journey and the external factors that may be impacting on their progress. Most importantly I now feel better equipped to maintain the best possible pace and gradient of learning for each individual learner and understand where our learners sit in comparison to other learners both locally and across Scotland.”



OUTSTANDING ACHIEVEMENT

Two pupils at St Ninian’s High School were celebrated for their contribution to the school community through their work in founding and developing the Bees Knees Café. The café offers staff and visitors a wide range of barista prepared hot drinks. They run a bi-weekly coffee shop during lunch and interval which has customer relationships at its heart with a loyalty scheme to recognise those who consistently support the café. The Bees Knees Café is self-funded with profits reinvested within the enterprise and donated to support local charities. Staff in St Ninian’s value the positive impact of the café on their wellbeing, as it provides a hub for everyone to get together informally.

Adult Learning Services

During 2022-2023, Adult Learning Services successfully re-established face to face learning across the authority. 140 residents engaged with a range of learner-centred programmes taking place throughout the authority including an increase in the number of adult learners attending one or more of English for Speakers of Other Languages (ESOL) courses. 105 adults, an increase from 80 last session, accessed ESOL courses at all levels from complete beginners to upper intermediate.

“My grammar has improved and I can reply to emails better than before.”, “I can talk to the doctor with more confidence.”, “My speaking and listening skills are much better.”
Adult Learner

Adult Learning Services continue to work in partnership with Further Education partners for all ESOL provision.

- 21 adults successfully completed ESOL for Work programmes to achieve work-related learning goals
- 12 adults achieved a SQA ESOL qualification at National 4 Level
- 42 parents successfully completed ‘ESOL for Parents’ learning opportunities aimed at improving skills, knowledge and confidence in relation to family learning goals

“I understand better what some parents and teachers say at school since joining the ESOL course.”, “I can talk to my child’s teachers face to face with more confidence.”
ESOL Participant

Funding for three specific ESOL projects this year allowed adults arriving in East Renfrewshire from Hong Kong, Ukraine and Afghanistan to be supported by the service. These projects are aimed at improving English language skills as well as providing a wide range of support and integration opportunities. There was also a successful bid for Local Authority Covid Economic Recovery funding (LACER). As a result of this funding 15 parents were supported to achieve self-directed learning goals relating to their children’s learning and their own aspirations. 100% of participants reported that their confidence and wellbeing had improved as a result of being part of the LACER project.

In partnership with West College Scotland, an increased number of adult learners gained SQA qualifications. Twenty eight people successfully completed SQA courses at SCQF Level 4, Getting Started in IT and Early Learning & Childcare. Twenty nine adult learners were supported through Learning for Work programmes.

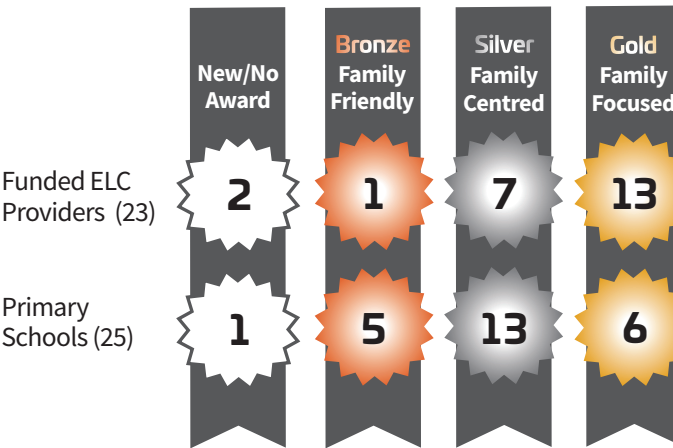
Parental Engagement and Involvement Strategy

As restrictions eased and more parents re-entered our buildings, all of our educational establishments were keen to fully re-engage with parents throughout session 2022-23.

Family Centred Approaches is a self-evaluation framework used by our education establishments to assess how well they involve and engage with families across their communities. Seven more ELC settings achieved Gold Family Focused status this year: Braidbar Nursery Class, Cartmill Family Centre, Carolside Nursery Class, Crookfur Nursery Class, Giffnock Nursery Class, Netherlee Nursery Class and McCready Family Centre.

In addition, four more primary schools achieved Gold status: Braidbar Primary, Crookfur Primary, Giffnock Primary and Netherlee Primary. Our first secondary school, St. Ninian’s High School, has a plan in place to achieve Bronze and Silver accreditation 2023-24.

Family Centred approaches data:





Convener's Awards for Outstanding Achievement

The annual Convener's Awards were celebrated in Clarkston Halls in March 2023. 38 young people and groups from across the authority were recognised for outstanding achievements in various fields such as sports, creativity, community service and advocacy.

Councillor Andrew Anderson, Convener of Education, Equalities, Culture and Leisure, presented all the winners with a certificate and commemorative award.

He said: "The Convener's Awards are certainly a highlight in the calendar and I was delighted to attend this event in person this year, following the disruption of recent years due to the pandemic. It was extremely humbling to hear all of the outstanding achievements from this group of young people who have been so committed to working hard and excelling this year. All of the winners should be incredibly proud of themselves, they are a credit to not only themselves but their families and their school."

OUTSTANDING ACHIEVEMENT

A pupil from Mearns Castle High School has been celebrated for his volunteering to support different school initiatives and events. He is a very active member of the school community. He volunteers with Newton Mearns Community Help Services providing support for elderly residents. He is keen to build upon the group of 5 he co-ordinates throughout the week to help more vulnerable adults across the community.

Digital Learning and Teaching Strategy

Practitioners have accessed a range of CLPL opportunities that allow them to make the most effective use of digital technology to enrich learning and teaching and develop the digital skills of their learners. Every education establishment has a trained Digital Leader with the ability to share practice to facilitate professional learning across in the appropriate and effective use of digital technology.

Establishments have been supported to be outward looking and innovative in their approaches to digital learning and teaching. Devices from our Digihub are loaned to schools and platforms such as the Digihub Digest and ICT Coordinators' meetings are used to disseminate information about new and emerging technologies. The introduction of these is supported through our ongoing CLPL programme.

"It was excellent and my class absolutely loved it! Their faces lit up with excitement the first time they ran the project and saw it working. The competitive element of the reaction time challenge kept them engaged long after they had completed the coding project. Thank you!"

Feedback about a Code Along session from primary practitioner

STEM Strategy

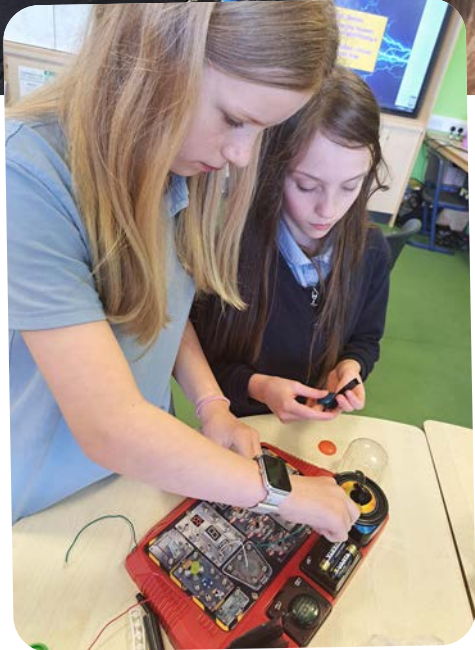
The Raising Aspirations in Science Education (RAiSE) programme empowers primary school practitioners with the confidence, skills, and networks to develop and deliver engaging and motivating STEM learning experiences. The work of the RAiSE programme is aligned to the STEM Education and Training Strategy and the Developing the Young Workforce Programme. It aims to raise attainment and achievement in primary Science and STEM, and tackle inequity and inequality in learners' experiences and outcomes. There was a comprehensive professional learning programme put in place in response to cluster surveys carried out to determine CLPL requirements. These sessions were highly evaluated with practitioners highlighting increased motivation, enthusiasm and engagement with this area of the curriculum and opportunities provided to connect with partners and raised awareness of STEM careers.

"The learning opportunities have helped me understand the variety of way science can be delivered in the classroom." **Practitioner**

"Introduced learners to a new dimension in science. Working with business partners has offered real life experiences of science and technology and strengthened community links." **Practitioner**

What are we going to do now?

- Implement the revised Leadership Strategy.
- Continue to implement the Parental Engagement and Involvement Strategy 2021-2024.
- Implement the Digital Learning and Teaching Strategy 2024-2027.
- Offer a range of learning opportunities for adult learners to gain skills for learning, life and work.
- Continue to work in partnership with ELC settings, schools and ERC Culture and Leisure Trust to ensure all children and young people have high quality opportunities for achievement that are recognised and celebrated.
- Build system capacity to support continuous improvement through robust self evaluation processes and high quality career long professional learning.



Excellent Experiences

It is recognised nationally, that the high standard of education in East Renfrewshire, which has been sustained over many years, leads to positive outcomes for learners. We are ambitious for each and every one of our children and whilst attainment is consistently strong, we work continually to raise the bar for all. Our staff are our most valuable resource. We place great importance on investing in them to ensure that they are equipped with the necessary skills and knowledge to deliver creative and engaging experiences for all.

NIF Priority 1: Placing the human rights and needs of every child and young person at the centre of education

East Renfrewshire Council and its partners have taken various steps to progress children's rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.

The Children's Services Plan 2023-26 demonstrates a commitment to promoting and protecting children and young people's rights and is underpinned by the national GIRFEC wellbeing framework which aligns with all that we do in East Renfrewshire.



UNCRC Rights Respecting Schools

There has been a range of training opportunities and professional learning in relation to children's rights. Four members of staff across Education and Community Learning and Development have been trained as UNCRC 'Train the Trainers'. They are currently using this training to develop materials that can be used across the council and partners. Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process.

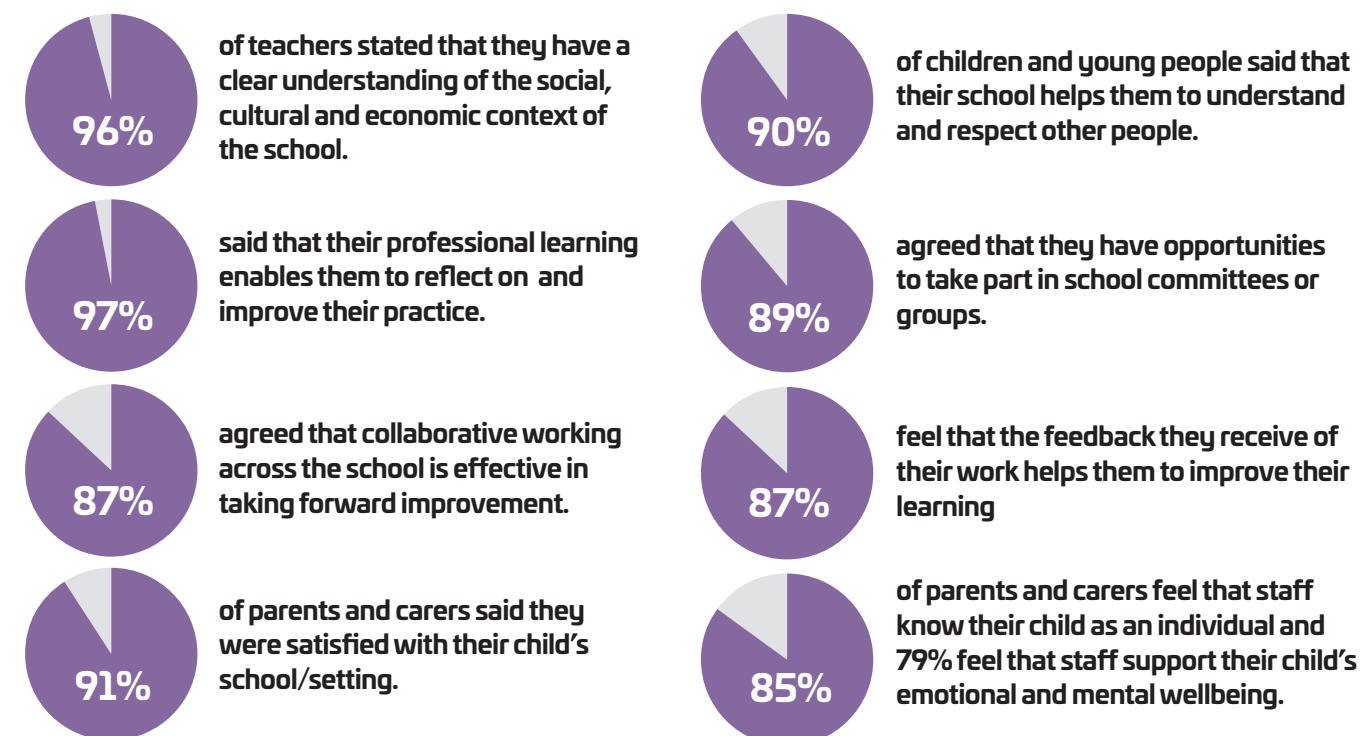
In questionnaires, most pupils (89%) agree that their school helps them to understand their rights. In recent school accreditation visits UNICEF highlighted the range of mechanisms that allow pupils to take on leadership roles and be involved in decision making and commented on articulate pupils who are able to discuss a wide range of rights and explain their importance in their lives. These visits led to Rights Respecting Gold Awards for Busby Primary School, Cross Arthurlie Primary School and Mearns Primary School.

Young Leaders of Learning is a programme designed to help children and young people to be more actively involved in helping to improve their schools. Two Education Officers have been trained as trainers in delivering this programme and have provided professional learning to a number of schools. Eleven schools are currently involved in this programme and pupils have been trained as young leaders of learning and are participating in visits to other schools.

A young person's Rights group, established in partnership with East Renfrewshire's CLD team, are committed to ensuring that young people's rights are promoted and upheld in their communities. The group successfully received Participatory Budgeting funding which they used to visit and learn from the Scottish Parliament. They worked with East Renfrewshire's UNCRC Implementation Group to plan and deliver East Renfrewshire's first Youth Assembly which took place in June 2023, giving young people a platform to consult with senior decision makers on issues relating to their rights. It was one step in the co-production and design of East Renfrewshire's Young People's "Rights Committee". The event was youth-led, bringing young people from schools, community groups and voluntary organisations together with Senior Council Officers and Elected Members in a workshop to explore a range of issues. The event took place on the 15th June and has led to an agreement to establish a Children's rights committee.

Questionnaire Data

Statistics gathered from questionnaires in 2022-23 showed that:



Collaborative Improvement Visits

Following the pilot of the Collaborative Improvement Visits (CIVs) in Early Years, Primary and Special sectors last session, 2 more visits took place in 2022-23 in St Joseph's Primary and Eaglesham Primary and Nursery Class. The focus of these visits were decided upon collaboratively by the establishment and the visiting team with a consistent focus on learning and teaching and raising attainment for all.

CIVs also took place with secondary practitioners in Science and Health and Wellbeing departments and faculties. These visits provide colleagues with opportunities to work collaboratively to identify what is working well and support continuous improvement.

Building on the collaborative approach for improvement across sectors, it was agreed by representatives from the seven cluster schools that a model for clusters of schools would be developed to replace the Effective Transitions review process. The model is aimed at providing a framework that supports improvement in identified areas of cluster activity and promotes partnership working ensuring that we achieve sustainable improvements for all children and young people, including those from disadvantaged backgrounds. In 2022-23, the Woodfarm Cluster piloted this model to evaluate the effectiveness of their cluster arrangements to secure curricular continuity and progression and provide high quality experiences for children and young people to progress in their learning.



Quote from Rob Lawson, Head Teacher and Woodfarm Cluster Chair:

"Self-evaluation is an integral aspect of improvement. When considering authority-based review formats for self-evaluation, a key challenge lies in finding methods which feel 'done with' rather than 'done to', so that the evaluations can support establishments to constructively progress. The WFHS Collaborative Improvement Visit enabled us to work alongside authority colleagues in order to target key questions in our improvement cycle and to benefit from extended professional dialogue across the staff teams. Robust, respectful and collaboratively formed evaluations have helped us to synthesise our understanding of both key strengths and next steps."

Curriculum, Learning, Teaching and Assessment Reference Group

The Curriculum, Learning, Teaching and Assessment Reference group was established to develop the department’s vision for Curriculum for Excellence: 2025 and support improvements in learning, teaching and assessment. It is made up of members of the Quality Improvement Team, Head Teachers, Depute Head Teachers and Principal Teachers from across all seven clusters. The group have been developing support resources focused on the curriculum and learning, teaching and assessment. Schools and ELC settings are empowered to use these resources to develop their curriculum to reflect their own unique context and provide the highest quality experiences for all. The resources feature key information about developing 21st century skills through play and enquiry based learning and provide CLPL on the most up to date pedagogical research and features of highly effective practice that can be used to support practitioners across all educational establishments.



In 2022-23, 100% of schools self-evaluated their provision as ‘good’ or better for learning, teaching and assessment. 63% were evaluated as ‘very good’, an increase of 13% in 2021-22.

Primary Language Learning

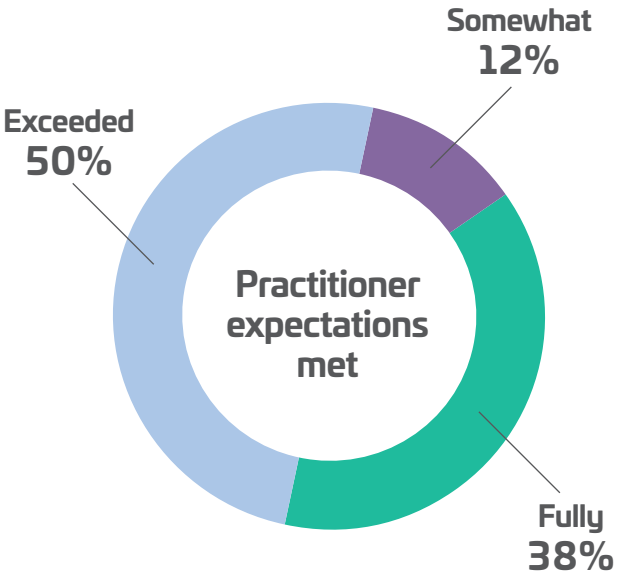
Since 2019-20 a network of primary school staff with leadership responsibility for Modern Languages have been working collaboratively to further develop primary language learning experiences. During 2022-23 the Languages Leaders network led the introduction of refreshed P6-7 French experiences with increased focus on relevant, cross-curricular themes such as health and wellbeing, literacy across languages and global citizenship. Practitioners worked together to enact and refine the planned curriculum at this level, which is now bespoke to each cluster in order to better reflect the needs and interests of learners in their local context. Progress was shared across the authority via the Languages Leaders Network showcase in May 2023. This was also attended by representatives from cluster secondary Modern Languages departments to support continued progression in learning from P7 to the secondary Broad General Education.

The work of the Languages Leaders Network was supported by ongoing professional learning and support for primary practitioners more widely, to help ensure all pupils experience high quality language learning experiences as part of their day to day learning. 220 primary practitioners from all clusters of schools engaged in training and support provided by Education Development Officer for Modern Languages, representing a 22% increase on the previous session.



Evaluations from these sessions indicated a very high level of satisfaction with 88% of practitioners reporting their expectations were fully met or exceeded.

86% of participants reported that their professional learning had a significant impact on their curriculum knowledge, while 92% reported a significant impact on the pedagogical approaches they used to deliver language learning experiences.



‘I am much more confident delivering French inputs, which has had a positive impact on the class.’ Participant

‘Children have a much more positive attitude towards language learning. They regularly greet staff, answer the register, order their lunch and ask to go to the bathroom in French.’ Participant



French and Spanish Exchange Trips

From January to June 2023, 140 S3 pupils from Barrhead, Eastwood and Williamwood High Schools took part in an extended exchange project with three schools in France and two schools in Spain. Young people initially got to know pupils at their partner schools remotely by exchanging emails, postcards, presentations and videos in English, French and Spanish about their daily lives and their interests. They then visited their partner schools during a series of trips to France and Spain during May and June, spending time in the schools as well as taking part in cultural activities with their French and Spanish peers. A wide range of activities such as shared musical performances, sports activities, cookery workshops, tours and visits supported young people to build relationships and develop strong intercultural understanding.

Evaluations following the exchange trips showed that pupils appreciated having opportunities to practise their foreign language skills in real life situations and further develop their knowledge and understanding. In a focus group, pupils spoke about gaining the confidence to ‘go for it’ in the foreign language and noted the main benefits of the exchange project as *‘improved communication, improved confidence, independence and an opportunity to challenge stereotypes’*. Both pupils and teachers have reported a positive impact on participants’ engagement in language learning within school following the exchange trips.

‘I enjoyed the opportunity to practise shorter and longer conversations on vocabulary that we wouldn’t necessarily use in class.’ S3 pupil participant, Eastwood High School

Mandarin for Life and Work

97 S1-S6 learners from four high schools attended a *Mandarin for Life and Work* event in February 2023, organised by the ERC Chinese Learning and Teaching Group in partnership with Confucius Institute for Scotland’s Schools (CISS). The event aimed to increase engagement, uptake and attainment in Mandarin language learning and to reinforce the relevance and importance of Chinese language and cultural competency in the world of work.

Learners took part in a range of workshops centred on the benefits of language learning for life and work and specifically the opportunities that Mandarin skills can create. They also took part in collaborative activities to boost their own Mandarin language skills. Feedback from the event showed that learners felt more informed about the direct and indirect benefits of pursuing Mandarin and other languages in the future and that they would welcome further opportunities to use their Mandarin language skills with others. A number of pupils indicated that they had decided to continue studying Mandarin following the event.



Gaelic Medium Primary Education

In October 2022 the council received a request for an assessment of the need for Gaelic Medium Primary Education (GMPE) in the council area. Following a full assessment in line with the Education (Scotland) Act 2016 and a public consultation, the decision was taken to establish GMPE at Thornliebank Primary School from August 2023. The new provision, called Bun-sgoil Ghàidhlig Thornliebank, will initially welcome children in Primary 1 from August 2023 and will expand to Primary 2 in 2024-25. Children in Bun-sgoil Ghàidhlig Thornliebank will learn entirely in Gaelic during a total immersion phase from P1-P3, before also engaging with English language and literacy learning from P4 onwards. A principal teacher and class teacher were successfully recruited during spring 2023 and building works took place to ensure appropriate facilities and learning environments for the P1 children from August 2023.



Instrumental Music Service

In 2022-23, for the first time since the interruptions due to the pandemic, East Renfrewshire Schools' Ensembles and Choir managed to take part in competitions and festivals.

In March 2023, the East Renfrewshire Schools' Senior String Orchestra, Junior String Orchestra and the Junior Choir all took first place in their classes at the Glasgow Music Festival in the Royal Concert Hall in Glasgow.

The East Renfrewshire Schools' Senior Strings Orchestra were awarded the 'Dorothy Gunnee Trophy' for best orchestral playing during the festival.

In addition, the East Renfrewshire Schools' Senior Concert Band took part in the Scottish Concert Band Festival and were awarded a Gold Award in the regional Festival in Livingston in December 2022 and awarded a Gold Plus Award in the National Finals in Perth Concert Hall in March 2023.

All of these ensembles and choir are made up of pupils from all schools throughout East Renfrewshire.

"It was really an experience to watch the pupils play so well at their festival performance. It is a big reflection on the commitment given by the teachers working with them weekly throughout the year"
Parent

"Thank you so much for organising the choir being a part of the festival. The opportunity was a great learning and confidence building experience for my child, both musically and personally, and we are very grateful for the huge effort that you all have put in to make it happen."
Parent



Social Justice Framework and Strategy 2023-26

The education department supports all schools and centres to continually improve the equality, diversity and inclusiveness of education in order to meet the needs of all learners, with a particular focus on learners in key equity groups who are most at risk of poorer outcomes due to inequality and discrimination. As part of this support, a new Social Justice Framework and three-year Social Justice Strategy were launched in March 2023, following extensive consultation with learners, parents, practitioners and senior leaders from May to October 2022. The framework and strategy bring together practical guidance and signpost resources to help schools promote social justice through six key areas of practice: curriculum design; learning, teaching and assessment; relationships; professional learning and development; recruitment and retention; and use of resources.

The framework sets high expectations for all practitioners to enact the education profession's central value of social justice through their work, linking key features of effective, inclusive practice to the refreshed GTCS Professional Standards (2021). Extensive opportunities for professional learning and development will be offered throughout 2023-26 to support progress towards the aims set out within the strategy. Progress will be evaluated by the education department annually and monitored on an ongoing basis through quality improvement visits, data analysis and professional dialogue.



One day EVERYBODY should have ALL of their rights met no matter what.
P7 pupil, Hillview Primary School

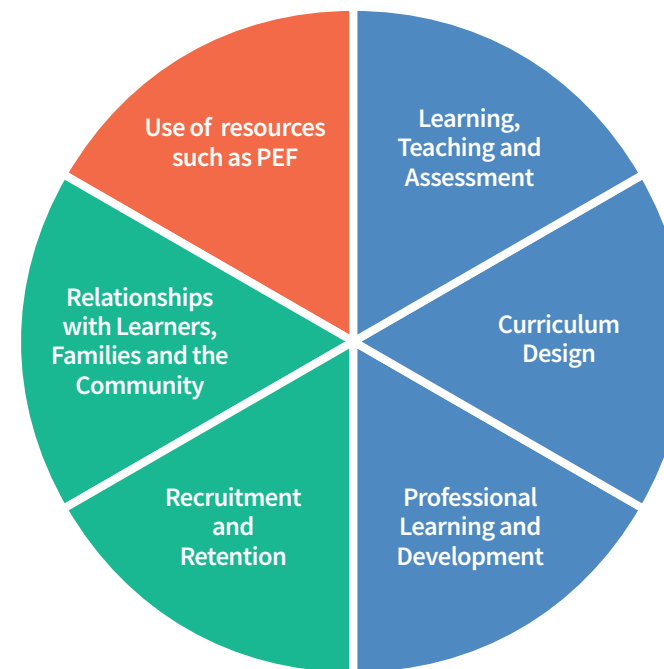
'Social justice is when everyone gets what they need as an individual.'
P7 pupil, Our Lady of the Missions PS

Equalities Network

The Equalities Coordinators Network are members of school leadership teams with responsibility for leading on equality and social justice, who met termly throughout 2022-23 to undertake professional learning on current equality issues and share effective practice to promote equality and social justice. A range of partners from Education Scotland, other council services and third sector organisations, together with the Quality Improvement Team, supported schools to improve equality and social justice through sessions focused on:

- Supporting families through the cost of living crisis
- Decolonising the curriculum
- Culturally and socially responsive practice.

Evaluations showed that participation in the network had supported these key members of staff to increase their knowledge and skills, so that they felt confident to lead on equality and social justice effectively in their schools and centres.



I have increased my knowledge about different equality groups and their needs.

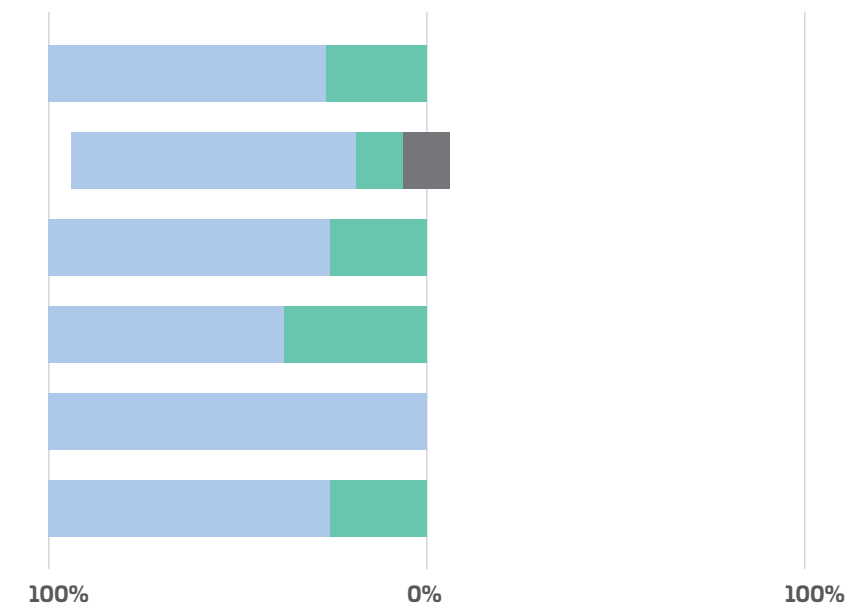
I have gained practical approaches I can use in my school.

I have shared / I intend to share my learning with colleagues in my school.

I know where I can access further guidance and support to help me lead on equality and social justice.

I have had meaningful opportunities to network and share learning with colleagues doing similar work.

I feel well supported to lead on equality and social justice.



Strongly agree Agree Neutral Disagree Strongly disagree

Cost of Living Crisis

Throughout the session members of the Quality Improvement Team worked with schools and centres, third sector organisations and other council services to improve the support available to families experiencing poverty. A half-day professional learning focus on the cost of living crisis for Equalities Coordinators in September 2022 supported and challenged schools and centres to deepen their understanding of the challenges faced by families on low incomes and identify further ways to offer support via schools and centres.

Schools also worked to reduce the impact of poverty on children and young people by leading initiatives to reduce the Cost of the School Day (CoSD). The CoSD approach uses consultation with children, young people and families to identify the most significant financial stressors associated with school attendance and provides a framework for developing an action plan to reduce costs. 17 schools have engaged with support offered by the education department through the CoSD school leads online group since 2021, and CoSD approaches are becoming well embedded in the work of a majority of schools. CoSD activities are improving children’s health and their basic welfare through initiatives such as uniform recycling schemes and community food larders, as well as by replacing expensive school events and celebrations with more budget-friendly alternatives.

The Money Advice and Rights Team worked in partnership with the education department to develop a pilot project offering financial advice within two primary schools. This approach builds on parents’ positive relationships with the school and enables them to access support and advice in a discreet, familiar environment. By increasing families’ income, the service helps to reduce the negative impact of poverty on children’s health and wellbeing. Following very positive feedback on the impact of the pilot, the initiative will be expanded.



Anti-racism

The education department continued to support and challenge schools and centres to understand more deeply, identify more quickly, and respond more effectively to racism. Building on work with senior leaders to increase racial literacy during spring 2022, a series of wider professional learning opportunities for practitioners tackling key aspects of anti-racist practice were attended by over 200 staff from all sectors between October 2022 and March 2023. Evaluations of these sessions were very positive and suggested that schools and centres would welcome more support to improve in this challenging area.

Equalities Coordinators were supported to consider the relationship between racism and the curriculum through a specific focus on decolonising the curriculum in January 2023. Through collaborative self-evaluation, coordinators have prioritised further work on decolonising the curriculum and developing culturally and socially responsive practice for session 2023-24.

This will be supported by the Quality Improvement Team through the department’s Social Justice Strategy.

‘I have, embarrassingly, not previously considered in depth that a child or colleagues may feel their culture was not valued in the classroom. You raised so many interesting points in the session that I just had not thought of before and plan to take fully on board.’ Participant, Anti-racist Ethos in Learning and Teaching

‘I feel more confident in addressing these issues with my class and ensuring all children are included and feel respected and valued.’ Participant, Culturally Responsive Teaching

Supporting Bilingual Learners and Families

Extensive professional learning opportunities were available throughout 2022-23 to support establishments to improve the experiences of bilingual children, young people and their families. 165 practitioners engaged with a wide range of sessions focusing on specific aspects of effective bilingual support. A further 136 participants attended bespoke in-school sessions for staff teams. Themes addressed included:

- Supporting newly arrived learners
- Building literacy with pupils who speak English as an Additional Language
- Using digital technologies to support bilingual learners
- Engaging and involving bilingual parents/carers.

All sessions were highly evaluated by participants, with feedback from all sectors suggesting that this support is helping practitioners to improve the experiences of bilingual children and young people, improve the inclusivity of their school’s culture and ethos and increase parental involvement.

‘Lots of super ideas and suggestions that got me thinking of the ways I currently introduce texts and how I can help my pupils access the curriculum with more understanding.’
Participant, Building Literacy in EAL

‘Your sessions have helped me really improve the experiences of an EAL learner in my class.’
Participant, Supporting EAL Learners in Building Vocabulary



Anti-bullying

Following extensive training and support for the improved recording of incidences of bullying behaviour, our educational establishments continue to report and address incidences of bullying behaviour.

The education department is working in partnership with the Violence Against Women and Girls Partnership to raise awareness of and reduce incidences of gender based violence. We have provided schools with guidance on dealing with Gender Based Violence In Schools. Eastwood High School was visited as part of an Education Scotland national thematic review on Anti-Bullying in October 2022. It was found that the recording of bullying incidents was as per the Scottish Government guidance and expectations and in addition, the school had put in place additional measures to track patterns and trends providing an understanding of the school’s unique context. Of particular note was the school’s actions taken to prevent bullying behaviours with parents and pupils commenting that staff across the school are approachable, highly visible and available. Pupil leadership was indicated as a strength and the evidence gathered during the visit is to be put forward as an Education Scotland case study for noteworthy and effective practice.

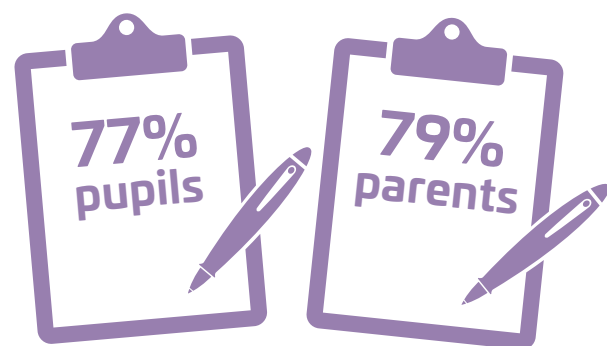
Mentors in Violence Prevention

All secondary schools have staff and senior pupils trained in Mentors in Violence Prevention which is provided by Education Scotland, along with partners from the Violence Against Women and Girls Partnership, CLD, Women’s Aid and Police Scotland. School staff and partners train nominated senior pupils as mentors to deliver workshops to pupils in S1-S3 through the PSHE programme. Evaluations of the professional learning for staff have been very positive, demonstrating an increased awareness of the issues relating to this subject. Mentors from Woodfarm High School have presented to groups of council staff and partners to talk about their experience and the impact of their work.

Professional learning for staff in educational establishments is provided at Child Protection Coordinator meetings and through the multi-agency Public Protection Calendar.

NIF Priority 2: Improvement in children and young people's health and wellbeing.

All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families.



In questionnaires, most pupils (77%) agreed that the staff supported them with their wellbeing and most parents (79%) agreed that the staff support their child's emotional and mental wellbeing.

Following consultation with learners in all secondary schools, a working group produced a Personal and Social Education (PSE) Skills Planner which has been used to plan progression within experiences and outcomes relating to health and wellbeing. The framework promotes and supports effective learning and teaching methodologies which stimulates the interests of learners. Across schools there is a particular focus on mental and emotional wellbeing with staff participating in professional learning to build the capacity of all staff to support children and young people's health and wellbeing.



Healthier Minds Service

The Educational Psychology Service has continued to support children's mental and emotional wellbeing through the Healthier Minds Service. 44 multi-agency screening hubs took place where 376 children and young people were discussed, including 66 re-referrals. 143 children, young people and families were supported by the Healthier Minds team and 136 were referred to our commissioned youth counselling service.



94% of the children and young people who received support from the Healthier Minds team reported improved outcomes. The service worked closely with schools and Community Learning and Development (CLD) in order to support young people to access relevant provision and support, including community-based supports.

"I'm able to build relationships with family and friends better. This made me happier, improved my overall wellbeing." Pupil

"We were very happy with our experience with Healthier Minds, as a family it brought us together when we were struggling." Parent

Through the Healthier Minds Network there have been 21 professional learning sessions provided for over 421 staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations. In 2022, training was developed to provide staff with the knowledge, understanding and strategies to support children and young people who are self-harming. This training was developed alongside a young person and parent with lived experience. Participants reported that their confidence in supporting self-harm had improved post training.

"A really worthwhile course and has given me some strategies to use almost instantly with a child on my return to school." Participant

The Learn Well Service has been established to support young people with their wellbeing and education while they are not attending school for reasons relating to Emotionally Based School Absence (EBSA) – so far the service has supported 32 young people. The service works in close partnership with the young person, their family, the school and Community Learning and Development (CLD) to ensure that their educational needs are met and that a range of opportunities remain open to them. The core aims of the service are improving outcomes for young people and helping them to recognise their own potential.

The Educational Psychology Service (EPS) has developed guidance for Learn Well practitioners and wider education staff to more effectively support children and young people who experience EBSA. Online training seminars were organised in collaboration with the Healthier Minds Service, and 14 participants from within education attended, reporting positive impact on their practice and understanding of the area as a result.

The EPS developed evaluation tools for the Learn Well Service to explore how the young people supported by the service feel about their health, wellbeing and education. This tool will support the tracking of progress over time and impact of opportunities provided.

Additional Support for Learning

Following the review of Additional Support for Learning (ASL) during session 2021-22, a governance group was established in August 2022 to take forward the recommendations of the ASL report. The recommendations are based on extensive consultation with children, young people, parents/carers and partners and will enable us to develop an improved model of ASL provision.

Colleagues from across different sectors and provisions are working together through four separate workstreams to take forward the recommendations. The workstreams are:

- **Vision**
- **Culture and Climate**
- **Specialist Provision**
- **Professional Learning.**

This work is in ongoing with a target completion date of June 2025. Workstream groups are working closely with schools and involving children and young people in the development of proposed improvements to ensure their needs and views are well reflected.

A Communication Support Centre has been established in Carolside Primary School and they welcomed their first learners in August 2023. There has also been an enhanced Nurture provision created within Carlibar Primary School; 'the Den' started supporting learners across various establishments in September 2023.

The Promise

Most primary and all secondary schools have engaged with a Young Carer development worker who has delivered assemblies, workshops and drop-in sessions for pupils, and training for staff. There has been an increase in the number of carers being identified by schools and being supported by the Carers Centre as a result of this activity. In March 2023, primary schools participated in an event held at Eastwood Theatre to celebrate Young Carers Action Day, sharing their experiences and hearing from other supporters and contributors.

There have been awareness raising sessions with Head Teachers, DHTs and ASN Co-ordinators in our establishments in relation to our Corporate Parenting duties and what it means to be 'a good parent'. Members of the Quality Improvement Team have been working with the West Partnership to provide a suite of training materials for staff in schools to ensure that our care experienced children and young people receive the right support and nurture from all of our staff in our educational establishments.

In particular, work has taken place to develop protocols and systems with Education Admissions and schools in relation to our unaccompanied children and young people to ensure that appropriate education pathways are agreed. Professional learning for identified key staff, including school leaders, teaching staff and pupil support assistants, with a specific focus on trauma, has been developed and delivered in partnership with Education Scotland to address the needs of those young people arriving in our communities, often with little or no English. Digital technology has been extensively utilised to aid communication with school staff exploring new software packages to provide support. Schools have also been supported by partners to offer relevant experiences which complement skills development and enhance employability opportunities, developing independent living skills and travel skills. Moving forward, schools will work through the accredited Keeping the Promise Award and work will continue on the consistent collection of data to track the experiences and outcomes of all of our care experienced children and young people.'

Attendance

Overall, attendance in the Primary Sector increased in 2022-23 to 94.4% from 93.9% in 2021-22. The overall attendance increase in 2022-23 resulted in an increase in both male and female attendance to 94.4% for each respectively. The highest recorded attendance groups in 2022-23 were girls in P3 followed closely by P3 boys and P6 girls. In 2022-23, the proportion of learners with exceptionally high (>98%) attendance increased to 26.2% from 21.3% in 2021-22, which had been the lowest level in six years. This resulted in an increase in the proportion of learners with high (>95%) attendance for the 2022-23 year.

Attendances within the Secondary Sector are calculated for S1-S5 only. In 2022-23, overall attendance in the secondary sector was recorded as 91.1%; 0.3% less than 2021-22 and the lowest recorded in the past six years. In 2022-23, overall attendance of males and females was recorded as 91.7% and 90.5% respectively, remaining the same for boys and showing a reduction of 0.6% for girls from 2021-22. The highest recorded attendance groups in 2022-23 were S1 boys and girls again with 93.3% and 93.1% respectively. Attendance rates of girls was lower than boys for each stage from S1 to S5 with the lowest recorded in S3 at 88.8%. In 2022-23, the proportion of learners achieving the very high (>98%) and high (>95%) attendance bands slightly increased by 0.8% and 1% respectively to 13.9% and 27.5%. There was a decrease to 30.6% in 2022-23 from 31.9% the previous year in the proportion of those children recorded as having a medium rate of attendance.

Attendance stretch aims were identified for primary and secondary pupils. Attendance targets of 96% for primary and 93.5% for secondary were set. Improvements were recorded for all pupils in primary, with those living in quintiles 1 and 5 increasing at a similar rate, consequently the stretch gap remained the same at 5.2%. Overall attendance in the secondary sector remained relatively unchanged at 91.1%, a decrease of 0.1% from 2021-22. Pupils living in quintile 1 recorded an attendance rate of 85.4% and those living in quintile 5, 92.6%.

The Strategic Equity Plan 2022-26 has a clear focus on children and young people's readiness to learn through focussing on inclusion, participation, engagement and attendance. Stretch aim performance, along with qualitative evidence has been used to identify priorities and updated stretch aims.

Exclusion Rates

The Education Department continue to work in partnership with schools to create and support opportunities for schools to provide nurturing interventions for young people, through both targeted and whole school interventions in order to manage behaviour in a proactive way.

In 2022-23, there were no permanent exclusions. The rate of exclusions in East Renfrewshire schools remained very low, however there was an increase in the overall number of exclusion incidents from 2021-22.

Overall exclusions across the primary and secondary sector increased to a rate of 3.2 incidents per 1000 pupils with 10.3 half days being lost per 1000 pupils, an increase from 2 and 6 respectively in 2021-22. Exclusion rates in 2022-23 are significantly lower than the national values of 16.6 exclusion incidents per 1000 pupils.

In 2022-23 there was one exclusion incident in the primary sector, giving a rate of 0.1 exclusion incidents per 1000 pupils with 0.6 half-days lost per 1000 pupils. There were no exclusion incidents in the primary sector in 2021-22. Nationally, the rate of exclusions in the primary sector is 6.4 incidents per 1000 pupils.

There were 55 exclusion incidents in the secondary sector in 2022-23, up from 41 the previous year. Consequently the rate of exclusions in the secondary sector increased to 6.7 incidents per 1000 pupils and 21.4 half days lost per 1000 secondary pupils (up from 5.1 half days lost per 1000 secondary pupils in 2021-22). The authority rate is significantly lower than the national rate of exclusions in the secondary sector at 33 incidents per 1000 pupils.

There were no exclusions of pupils from Isobel Mair School or from within our Care Experienced community in 2022-23.

Overall, the proportion of temporary exclusion incidents was split 85% boys and 15% girls for 2022-23.



Facilities Management

Janitorial and cleaning teams again delivered the highest standards of service in the face of challenges in the wider recruitment market. The team won APSE Best and Most Improved Performer in the Building Cleaning category 2022 again this year.

The Catering Service successfully retained the bronze Food for Life award for the 9th consecutive year; recognising that a minimum of 75% of dishes are prepared from unprocessed ingredients from sustainable and ethical sources. The service was also successfully reaccredited by Coeliac UK.

Barrhead High School Catering team were winners of the prestigious Foodservice Team of the Year Award 2022 at the Scottish School Awards in June 2023. They demonstrated their inclusivity, for example making adjustments to dining to accommodate learners with sensory needs; product sampling with young people to determine future menus; food training skills with teaching staff and learners. The school's Catering Manager was also a finalist in The Employee of the Year award.

Significant scenario planning has been undertaken to deliver differently nuanced deposit return scheme and full roll out of free school meals in primary. The team is well placed to manage future requirements.

Facilities Management has made progress in its work to initially reduce and ultimately eradicate the use of less eco friendly products such as single use plastics. Furthermore the team has undertaken analysis of the projected demand and required alterations to dining and catering services required for the extension of free school meals to all pupils in the primary sector; the team is well placed to manage future requirements.

Investment

Education Recovery funding continued to be targeted to support recovery from the pandemic in line with the department's Building Back Better and Fairer framework. This continued Scottish Government funding allowed additional teaching and support staff posts, introduced during the pandemic, to be mainstreamed into school budgets allowing Head Teachers to target support as appropriate locally.

Despite the significant inflationary impact on all costs during 2022-23 the department budget returned an underspend of 0.9%.

A number of schools undertook some participatory budgeting activities during the year with plans to further embed this practice in the new academic year.

Pupils across all stages in St Clare's Primary engaged in focus groups to discuss what areas of the school could be improved; they identified the garden and school entrance. Their ideas were then shared with parents as part of the consultation process. There is now a Family Friendly Foyer and plans to improve the school gardens.

The Student Council Group of S1-S6 pupils in Barrhead High School consulted with their peers and parents across the school to consider how they could improve experiences for all with a particular focus on equity. Through their consultation they identified 3 options and the learners across the school voted on where the funding should be allocated. As a result of this process there is now a 'School Supper Cart' that provides warm food and snacks for young people who attend after school study/ homework sessions.



Modernisation

The current capital plan includes the following projects which have commenced or will be progressed over the coming years:

- The all-weather sports track pitch and running track at Mearns Castle High School was completed and made available to the school before the end of this session.
- The new build replacement campus for Neilston Primary School, St Thomas’ Primary School and Madras Family Centre remains on track for opening during session 2023-24.
- Investment in both Crookfur Primary school and St Luke’s High School are planned over the next few years to provide additional capacity for catchment pupils.
- A two classroom extension at Isobel Mair School is currently being progressed.
- Refurbishment of former office space within St John’s Primary School will deliver an additional nursery for children in the Barrhead area.



What are we going to do now?

- Continue to implement the recommendations from both the National ASL review and the department’s ASN review, including providing professional learning around inclusive practice in ELC settings and schools.
- Continue to implement the Social Justice Strategy 2022-2026.
- Continue to prioritise staff agency to support with the reduction of workload and bureaucracy in all establishments.
- Enhance emotional and mental wellbeing and build upon positive relationships to meet the needs of children, young people and families.
- In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh.
- Continue to build capacity within the system to ensure all establishments provide a curriculum that is unique to the community it serves and meets the needs of all its learners.
- Continue to seek investment to improve the learning environment for all out children and young people and expand provision as required. The Council’s Capital Plan, which can be found on the Council’s website, provides further detail of investment in Education facilities.





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