

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 6 FEBRUARY 2025Report by Director of EducationDRAFT LOCAL IMPROVEMENT PLAN 2025 - 2028**PURPOSE OF REPORT**

1. The purpose of the report is to seek Education Committee approval for the Education Department's draft Local Improvement Plan 2025 - 2028.

RECOMMENDATION

2. Education Committee is asked to approve the attached draft Local Improvement Plan 2025 – 2028.

BACKGROUND

3. Members will be aware of the previous [Local Improvement Plan 2024 – 2027](#). The Standards and Quality Report 2023 – 2024, provides an indication of the next steps the department, its services and educational establishments will take to ensure continuous improvement over the next few years.

4. The draft Local Improvement Plan takes full account of ['A Place to Grow'](#) East Renfrewshire Community Planning Partnership's new vision, which sets out the Council's shared hopes and aspirations between now and 2040 so that East Renfrewshire is a place where everyone can flourish, thrive and grow. The department's Strategic Equity Plan and the National Improvement Framework (NIF) priorities have also been incorporated into the plan.

REPORT

5. The draft Local Improvement Plan is designed to give an indication of the department's key areas for improvement over the next three years and is updated annually to take account of changing priorities. The draft plan is included as Appendix 1.

6. The Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, is about making a difference by improving outcomes for all, no matter the barriers to learning and achievement.

7. This plan is the strategy that underpins our vision; the how and what of ensuring *Everyone Attains, Everyone Achieves through Excellent Experiences*. Four key areas have been identified as the main drivers of the plan:

- Empowerment and Leadership
- Social Justice and Wellbeing
- Pedagogy and Learning
- Attainment, Achievement and Progress

8. Each driver is closely aligned to the National Improvement Framework 2025 and details the key outcomes, impact and activities across the department for 2025 – 2028.

9. The expected outcomes and impact are organised under these four key areas and have been reviewed and amended to reflect the National Improvement Framework (NIF) and the results of the department's ongoing self-evaluation.

10. The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. In line with the Standards in Scotland's Schools etc. Act 2000 the plan also sets out how we will address the inequalities of outcomes that exist for different equity groups and how we will achieve the priorities associated with the NIF.

11. High level areas for improvement are outlined and give an indication of the priorities for development and the activities the department, schools and services will take to make the necessary improvements in the quality of provision. It is expected that the authority will negotiate and work with managers and head teachers to use each service's / school's own self-evaluation, the information gathered through external evaluations and the Local Improvement Plan to identify priorities for inclusion in their own improvement plans.

12. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. The self-evaluation and evaluations of services and schools by the department's Quality Improvement Team, Education Scotland and Care Inspectorate, along with feedback from key stakeholders, help to identify steps which need to be taken to secure continuous improvement.

13. The timescale for the implementation of the plan is school sessions 2025 – 2026 to 2027 – 2028. The department will continue to report on the progress it has made with its Local Improvement Plan.

FINANCIAL AND EFFICIENCY IMPLICATIONS

14. The department will direct funding from its delegated budget to support the improvement agenda as outlined in the draft local improvement plan.

EQUALITY, FAIRNESS AND RIGHTS IMPACT ASSESSMENT (EFRIA)

15. In developing this plan an equalities, fairness and rights impact assessment (EFRIA) has been carried out and the EFRIA evaluated the proposal as having: no adverse impacts; the potential to advance equality and foster good relationships; and the potential to advance children's rights.

CONSULTATION

16. Under the Standards in Scotland's Schools etc. Act 2000, education authorities are required to consult with pupils, staff, parents and all other interested parties on their priorities for improvement for the ensuing year. To this end, the department has consulted with pupils, staff and parents prior to the draft publication.

17. In addition, following approval by Education Committee, the department will issue the appended draft plan to all schools, parent councils, service managers and partners to gather additional views of all stakeholders. Thereafter, the plan will be amended as appropriate, finalised and issued to schools, services and stakeholders.

RECOMMENDATION

18. Education Committee is asked to approve the attached draft Local Improvement Plan 2025 – 2028.

Mark Ratter
Director of Education
6 February 2025

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Appendix

1. Local Improvement Plan 2025 - 2028

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Local Improvement Plan 2025-28

East Renfrewshire Council Education Department



Everyone Attaining, Everyone Achieving through Excellent Experiences



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Foreword

I am delighted to present the Education Department's Local Improvement Plan for 2025–2028. Aligned with the Council's A Place to Grow, this plan outlines our steadfast commitment to delivering highest quality services to residents and sets ambitious goals that reflect our hopes and aspirations for all learners and community members.

We are genuinely proud of East Renfrewshire's educational achievements. Since East Renfrewshire's establishment in 1996, our focus has remained on raising attainment and supporting the success of every child and young person. As the Convener for Education, Equalities, Culture and Leisure, I am deeply invested in the progress of each learner, but I recognise that some groups still require additional support to reach their full potential.

We have a duty to realise the Education Department's vision of "Everyone Attaining, Everyone Achieving through Excellent Experiences," ensuring positive outcomes for all learners, regardless of barriers they may face to their learning and achievement.

In a time with ever-constrained finances, we are committed to making fair, strategic choices—allocating resources to boost achievement and support those who need it most, while continuing to lift standards for all.

This plan provides a structured and forward-looking approach to drive improvement, elevate performance, and achieve success. I wholeheartedly commend it to you, and invite parents, carers, and all our partners to collaborate with our ELC settings, schools, and services to help us reach the goals set forth.



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



Everyone Attaining, Everyone Achieving through Excellent Experiences

Each year the Education Departments' Quality Improvement Team and Service Managers carry out an extensive audit to identify strengths and areas where further improvement is required. Our Standards and Quality Report for 2023-2024 highlights the very good progress we have made in relation to our vision. This plan sets out our priorities and key activities from 2025 to 2028, ensuring that we continue building on this solid foundation.

Our attainment levels remain among the highest in the country, with recent leaver destinations reaching a record 98.7% of students moving into positive outcomes. Our establishments offer a broad and varied curriculum that nurtures the talents, skills and interests of our learners.

To maintain these high standards, we must remain focused on delivering an excellent education and improving outcomes for all learners, particularly those who need us most. High expectations and continuous improvement has always been at the heart of our efforts in East Renfrewshire, driving change raising standards.

My vision for East Renfrewshire remains for it to be a world-class learning environment, where Everyone Attaining and Everyone Achieving is not just an aspiration but a daily reality. This means cultivating positive values and attitudes across our ELC settings, schools, and services. By sparking a love of learning, we aim to inspire curiosity, creativity, and a dedication to lifelong education. We want our children and young people not only to reach high levels of academic success but also to grow as individuals, learners, contributors and citizens. To achieve this, our early years settings and schools are dedicated to continually updating and tailoring curricula to meet learners' needs, while maintaining a strong focus on high-quality learning, teaching, and assessment. This commitment will help us continue providing Excellent Experiences for all children and young people.

This plan is our strategy for realising our vision. It defines the how and what behind "Everyone Attaining, Everyone Achieving through Excellent Experiences." Four key areas have been identified as the drivers of the plan, each closely linked to the 2025 National Improvement Framework, outlining the outcomes, impact and activities for the Department for 2025–2028.

Collaboration is essential for the success of this Local Improvement Plan, requiring a 'unity of purpose' throughout our learning system as we seek to enhance experiences and outcomes for all children and young people. Fundamental to this unity are the Council's values of trust and kindness. Going forward, demonstrating these values in tangible, everyday ways will be fundamental in ensuring we continue to create a supportive and ambitious culture in which everyone can thrive.

Thank you all, in advance, for your dedication and contributions to East Renfrewshire's continued success.



Mark Ratter
Director of Education



Everyone Attaining, Everyone Achieving through Excellent Experiences in Action

To enable us to achieve our vision, we have continued to engage with our pupils, staff and parents in support of our identified four priorities for 2025 - 2028. Our Local Improvement Plan for 2025– 2028 is organised under these areas.

The Local Improvement Plan outlines the high level areas for improvement for all services, ELC settings and schools and is informed by the Council’s ‘A Place to Grow’ strategic plan. Links between the National Improvement Framework priorities and outcomes have been incorporated into the plan. The West Partnership Improvement Plan 2024/25 sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

The plan lists the expected outcomes and impact under the four key priorities. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes.

The list is extensive but it is not intended that each ELC setting, school or service should include every strand, or even every key area, in its improvement plan for the next three years. The purpose of this Local Improvement Plan is to help and guide individual settings, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.



The East Renfrewshire Education Department has worked to develop an empowered and interconnected educational system that prioritises excellence and equity for all children and young people. Our commitment is to empower minds, shape futures, and inspire lifelong learning through exceptional education. Our ELC settings, schools, and services have been given the autonomy, responsibility and accountability—within adaptable frameworks of support and guidance—to drive improvements tailored to their unique needs.

Through self-evaluation and the Local Improvement Plan, which aligns with both local and National Improvement Framework priorities, leaders can pinpoint specific areas for development. To support this, we will facilitate professional learning and leadership initiatives that build improvement capacity across all levels, with a strong focus on teaching quality, curriculum design, and achieving positive outcomes for all learners.

Collaboration across and beyond our ELC settings, schools, and services fuels our shared progress, helping us realise our aspirations for learners, families, staff, partners, and the broader school community.

National Priorities

- **Placing the human rights and needs of every child and young person at the centre of education**
- **Improvement in children and young people’s health and wellbeing**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in skills and sustained, positive school-leaver destinations for all young people**
- **Improvement in achievement, particularly in literacy and numeracy.**

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service. • A skilled and confident workforce. • A culture of professional enquiry in all establishments. • One hundred percent of ELC settings and schools evaluated as ‘good’ or better for leadership of change. • Higher levels of parental engagement in their children’s learning and in the life of the school. 	<ul style="list-style-type: none"> • Continue to implement the revised leadership strategy and the Council’s People Strategy. • Review and update Parental Engagement and Involvement Strategy 2025 – 2028. • Review and update Career Long Professional Learning Framework 2025 – 2028. • Continue to prioritise staff agency to support with the reduction of workload and bureaucracy in all establishments. • Review and update the Devolved School Management scheme to support leadership of resources and alignment with ELC and school improvement priorities.

Relationships across the educational system are fundamental. We need to foster a culture where children and young people are genuinely heard, with their views respected and acted upon by a skilled, confident, and compassionate workforce.

East Renfrewshire’s Healthier Minds Framework supports this by providing children, young people, families, and staff with the tools and guidance needed to promote mental wellbeing. Everyone involved in young people’s lives has a role in creating an environment where mental health is prioritised and supported.

The Social Justice Framework in East Renfrewshire highlights that promoting equality isn’t a separate task but an integral part of the curriculum, teaching, learning and assessment. As we cannot predict future societal changes, we are building an educational system rooted in equality, equity, and children’s rights.

Our focus remains on improving equity and representation across six key areas: resource allocation; learning, teaching, and assessment practices; relationships with learners, families, and the community; recruitment and retention strategies; professional growth; and curriculum design. Through these, we aim to meet the needs of all within East Renfrewshire’s ELC settings, schools, and services.

Continuing to enhance inclusive practices is essential, ensuring that every pupil experiences a learning environment tailored to their unique needs in a way that is meaningful and engaging. Achieving this requires commitment, flexibility, creativity, and a high level of dedication. Our Educational Psychology Service is crucial in this effort, supporting students, families, and staff alike, and equipping educators to meet diverse learner needs. Alongside resources, the attitudes, values, mindset, and wellbeing of our staff are equally important for creating an inclusive, supportive environment.

National Priorities

- **Placing the human rights and needs of every child and young person at the centre of education**
- **Improvement in children and young people’s health and wellbeing**
Closing the attainment gap between the most and least disadvantaged children and young people

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<ul style="list-style-type: none"> • A rights based culture, centred on Getting It Right For Every Child. • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed. • Maintain and, where possible, improve upon the already low exclusions and high attendance rates in our schools, especially for care experienced children and young people. • Maintain and, where possible, reduce the number of children and young people reporting they experience bullying and/or racist behaviour. • A positive culture in health and wellbeing in every school and service. • Resources which lead to improvements for learners and service users. 	<ul style="list-style-type: none"> • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund. • Continue to implement the recommendations from both the National ASL review and the department’s ASN review, with a focus on empowering ELC settings and schools to ensure their curriculum is holistic, flexible and inclusive, preparing children and young people for life and work. • Continue to implement the Social Justice Strategy 2022 - 2026. • Introduce a Health and Wellbeing Tracking Tool to identify and support emotional and mental wellbeing and positive relationship 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.

Children and young people need to develop the skills, adaptability, and resilience to handle the challenges they will face in the future. While knowledge remains essential, we need an education system that equips learners to access, apply, and build on that knowledge. This system should inspire and motivate, instilling a lifelong passion for learning and an identity as active, capable learners. Our goal is not only to achieve high standards in qualifications but to empower students with the skills and mindset to keep learning beyond their school years.

To achieve this, we must ensure high-quality teaching practices from early years through to the senior phase, supported by a curriculum that is relevant, adaptable, and responsive. While maintaining a strong emphasis on literacy, numeracy, and health and wellbeing, we also need to streamline other areas to fulfil Curriculum for Excellence’s vision. This approach emphasises a skills-based curriculum that fosters creativity, curiosity, problem-solving and other transferable skills.

Investment in professional learning will further support educators, particularly in the secondary sector, in balancing the integration of knowledge and skill development.

We will continue to work closely with ELC settings and schools to review and enhance their curricula and learner pathways, ensuring alignment with the seven design principles of Curriculum for Excellence: challenge and enjoyment, breadth, coherence, personalisation and choice, relevance, progression, and depth.

National Priorities

- **Placing the human rights and needs of every child and young person at the centre of education**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in skills and sustained, positive school-leaver destinations for all young people**
- **Improvement in achievement, particularly in literacy and numeracy.**

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service. • A culture of self-evaluation and continuous improvement in all schools and services. • A skilled and confident workforce. • A culture of professional enquiry in all establishments. • One hundred percent of ELC settings and schools evaluated as ‘good’ or better for learning, teaching and assessment. • A consistently high satisfaction level of residents engaging with our services. • A curriculum which enables all children, young people and adults to be learners, individuals, citizens and contributors in school, their work, their community and internationally. • Learners’ experiences support them to develop their creativity, curiosity, problem solving, critical thinking, sense making and personalities. • An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland’s place in it. 	<ul style="list-style-type: none"> • Build an assessment capable profession to enable reliable and rigorous tracking of pupil progress in all curricular areas and the four capacities of Curriculum for Excellence. • Continue to implement the Numeracy and Mathematics Strategy 2023 – 2026. • Continue to implement the Literacy Strategy 2024 – 2027. • Continue to implement the Digital Learning and Teaching Strategy 2024 – 2027. • Continue to seek investment to improve the indoor and outdoor learning environment for all our children and young people and expand provision as required.

Attainment, Achievement and Progress ⁸¹

The Education Department in East Renfrewshire is deeply committed to supporting every child and young person to flourish. Our mission is clear: to create the conditions and learning experiences that allow each learner to thrive. We set ambitious goals and strive to be Scotland's top-performing mainland authority in both Curriculum for Excellence and Senior Phase outcomes. Attainment reflects not only the knowledge and skills gained but also fosters a sense of achievement, confidence, and opens up pathways for further growth and new opportunities.

To meet these goals, our curriculum and teaching methods are tailored to match the unique needs of our learners, ensuring the right balance of challenge and support for each student to make meaningful progress and reach their potential.

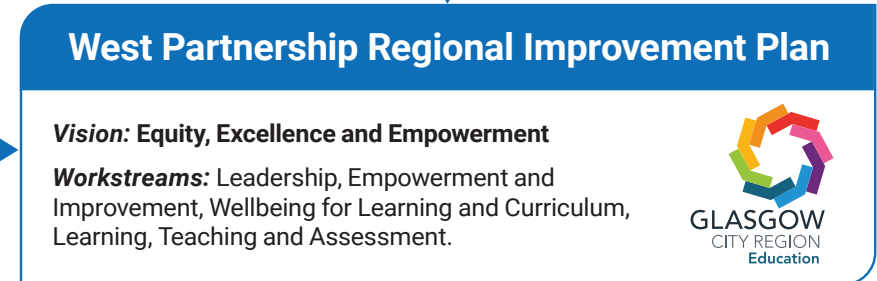
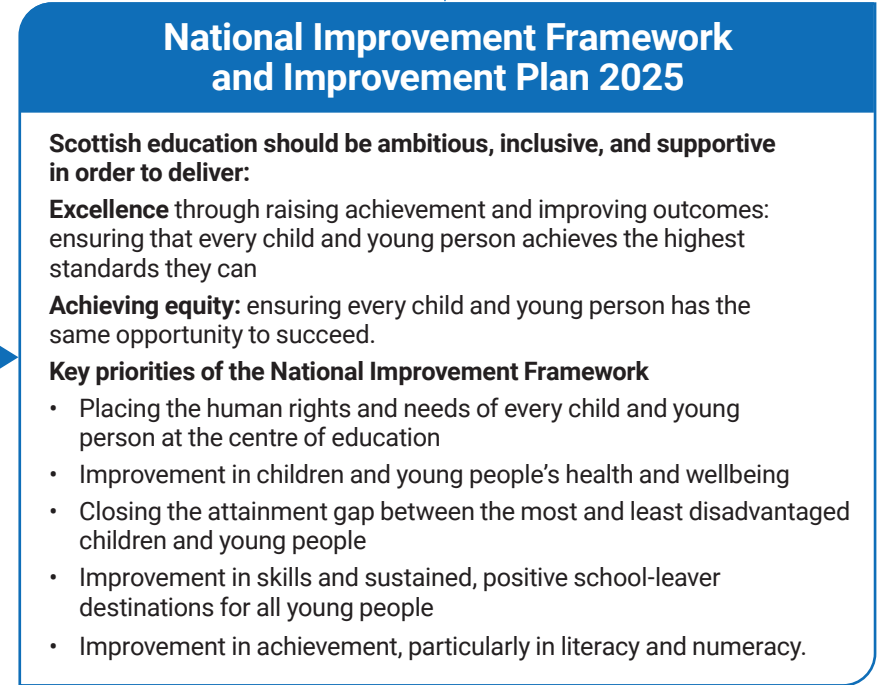
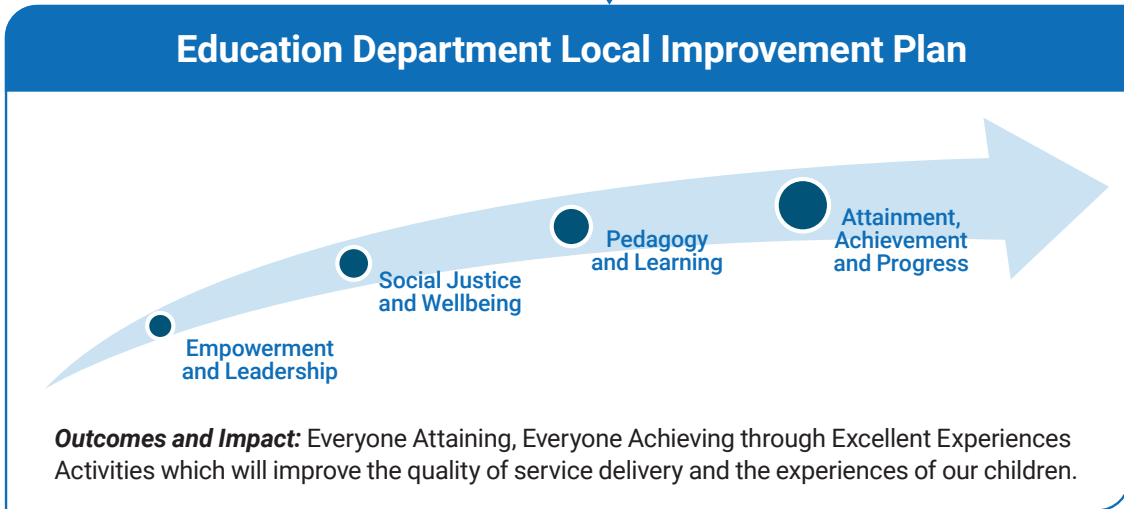
We are committed to fostering a culture of achievement, high expectations, and continuous improvement across all ELC settings, schools, and services, aiming for all children, young people, and adults to achieve at their highest possible level. Recognising that not all learners have the same opportunities, we place equity at the core of our approach. We will ensure our ELC settings, schools, and services have the resources needed to make a meaningful difference, particularly for those who require extra support.

National Priorities

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<ul style="list-style-type: none"> • Be the highest performing mainland council area as measured by national examinations for school leavers. • Improved attainment in the senior phase. • An increase in the number of pupils, school leavers and adults with well-developed employability skills. • Be the highest performing mainland council area as measured by Curriculum for Excellence levels. • Improved literacy and numeracy attainment throughout the years of the broad general education. • Achievement of Stretch Aims. • One hundred of ELC settings as 'good' or better for securing children's progress. • One hundred of schools as 'good' or better for raising attainment and achievement. • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school. • Continue to be the highest performing mainland council area as measured by initial school leaver destinations. • Continue to be the highest performing mainland council area as measured by the annual participation measure for school leavers. • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements. 	<ul style="list-style-type: none"> • Continue to support and challenge ELC settings and schools to be data informed in their approaches to lifting attainment for all. • Review and update the Developing the Young Workforce Action Plan 2025-2028. • Offer a range of learning opportunities for adult learners to gain skills for learning, life and work. • Central administrative support services and Facilities Management will continue to effectively contribute to departmental and educational establishments' improvement priorities. • 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.

Plan Structure







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اگر آپ اس لیفلیٹ میں درج معلومات کا ترجمہ اپنی زبان میں چاہتے ہیں تو ہم سے رابطہ کریں

