

Business Operations and Partnerships Department

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Date: 16 September 2025

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

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 25 September 2025 at 10.00 am.**

The agenda of business is as listed below.

Yours faithfully

Louise Pringle

LOUISE PRINGLE

DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. APOLOGIES FOR ABSENCE

2. DECLARATIONS OF INTEREST

Members are requested to give notice of any declarations of interest in respect of items of business on the Agenda.

3. EDUCATION SCOTLAND REPORT ON THORNIEBANK PRIMARY SCHOOL

Report by Director of Education (copy attached, pages 3 – 8)

4. PARENTAL INVOLVEMENT AND ENGAGEMENT (PIE) STRATEGY 2025-28

Report by Director of Education (copy attached, pages 9 – 34)

5. DRAFT ACCESSIBILITY STRATEGY 2025-28

Report by Director of Education (copy attached, pages 35 – 50)

6. WEST PARTNERSHIP COLLABORATIVE FRAMEWORK 2025-26

Report by Director of Education (copy attached, pages 51 – 66)

7. PERFORMANCE PRESENTATION

Verbal Update by Director of Education

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

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 25 SEPTEMBER 2025Report by Director of EducationEDUCATION SCOTLAND REPORT ON THORNLIEBANK PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Thornliebank Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:
 - a) recognise and comment on the achievements of Thornliebank Primary school as outlined in Education Scotland's report; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Thornliebank Primary School was inspected by a team from Education Scotland in May 2025. The inspection covered key aspects of the work of the school and Bun-sgoil Ghàidhlig (Gaelic Medium Education) and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*
4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.
5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.
6. The school was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The [report](#) was published in August 2025. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found 2 aspects of the work to be good: learning, teaching and assessment and raising attainment and achievement.

8. This is a very strong report on an East Renfrewshire establishment, with the evaluations and report matching the department's evaluations and the improvement journey of the school.
9. The particular strengths highlighted by the inspection team include:
 - Children are confident and articulate. They engage positively in their learning. They work well together, support one another and demonstrate the school's values well. Children are very proud of their school.
 - The headteacher works effectively with the whole staff team to create a warm, welcoming and nurturing climate for learning. As a result, children feel safe, valued and cared for.
 - Staff implement a range of high-quality interventions for children who require additional support in their learning. This is helping them to make improved progress in their learning.
 - Children are making very good progress in developing their understanding of spoken Gàidhlig. They are supported very well by the teachers' skilful use of immersion approaches.
10. It was particularly pleasing that although this was the short model, the inspection team highlighted the exceptional practice in the other quality indicators, in particular leadership and equalities:
 - *The headteacher provides effective leadership for the school community. She has a clear vision for the school. She is ambitious and relentless in her aim to improve outcomes for all children. She is leading and managing the direction and pace of change very successfully, supported very well by the senior leadership team. Together, their enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for children.*
 - *Children and staff celebrate diversity well. The diversity and equalities pupil leadership group lead successfully assemblies and school events. They recently created a video celebrating the women of colour within the local community. Children learn about Christianity and other world religions through their religious and moral education programme. Teachers provide planned lessons and experiences to learn about and celebrate a range of religious festivals and events that are important to individual children within the school. These experiences support children well to value and explore diversity, and respect other cultures.*
 - *The headteacher uses data effectively to identify children who experience barriers to learning to ensure equity for all. The headteacher consults with the Parent Council and staff on how best to invest Pupil Equity Funding (PEF). The headteacher uses PEF appropriately to support children with their wellbeing and learning. Additional staff deliver literacy, numeracy, attendance and health and wellbeing interventions. The headteacher and staff have robust evidence which shows the positive impact of PEF interventions on individual children's progress.*

11. Education Committee will recall the opening of Gaelic Medium Education in Thornliebank Primary School in August 2023. Bun-sgoil Ghàidhlig was also inspected as part of this process.
12. It was particularly pleasing that whilst in its infancy, the inspection team highlighted the high quality provision on offer from Bun-sgoil Ghàidhlig:
 - *Senior leaders and staff are implementing well the local authority's Gàidhlig Medium and Learners Education strategic plan. They have used advice on Gaelic Education to create a policy on immersion and assist with measuring their successes. Teachers are effective role models in their use of Gàidhlig. They create an ethos where the language is valued and is used increasingly by staff and children for greetings across the whole school.*
 - *Senior leaders use tracking systems very well to monitor and track children's progress and attainment in literacy and numeracy through Gàidhlig. This data is used diagnostically by teachers and is used in conjunction with language and numeracy progression frameworks to support learning.*
13. The inspection team identified 3 areas for improvement:
 - Senior leaders and teachers should continue to ensure a consistent approach to high-quality learning experiences for all children across the school. This should include increasing the opportunities children have to lead their own learning.
 - Staff should continue working together to raise further children's attainment in literacy and numeracy.
 - Senior leaders and staff should continue to implement the strategic plan for Gàidhlig Medium and Learners Education. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other local and national groups. This should give children further opportunities to use and develop their Gàidhlig.
14. Appendix 1 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Thornliebank leadership team to support its implementation.
15. The letter to parents/carers and more detailed [summarised inspection findings](#) is available on the Education Scotland website.
16. Education Scotland will make no further reports in connection with the inspection of Thornliebank Primary School.
17. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

19. Education Committee is asked to:

- a) recognise and comment on the achievements of Thornliebank Primary school as outlined in Education Scotland's report; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
25 September 2025

Report Author

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Appendix

1. Thornliebank Primary School Action Plan

Thornliebank Primary School and Bun-sgoil Thornliebank
Action Plan (following Education Scotland Inspection)



Senior leaders and teachers should continue to ensure a consistent approach to high-quality learning experiences for all children across the school. This should include increasing the opportunities children have to lead their own learning					
Area for Improvement					
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
All learners consistently experience high quality learning, teaching and assessment	Develop greater consistency in approaches to assessment through: <ul style="list-style-type: none"> Revisiting aspects of ERC Excellent Experiences Framework (learning intentions, success criteria & differentiation, effective questioning & feedback, motivation & engagement) Revisiting and further embedding a range of formative assessment approaches across learning, and increasing and improving the use of self and peer assessment to better support pupils to identify their own progress and next steps Developing approaches to sharing verbal and written feedback during and after learning experiences, including through Seesaw Internal and external moderation using national standards 	SLT Teachers J. Hull M.Allaway	Ongoing (collegiate sessions) Sept & Nov '25, Jan & Feb '26 (planned moderation)	ERC Excellent Experiences for all Framework <i>A Little Guide for Teachers – Formative Assessment</i> (Shirley Clarke) Seesaw	Engagement in collegiate sessions Forward Planning Learning Walks & Visits Pupil Dialogue
Learners benefit from increased opportunities to meaningfully lead their own learning	CLPL and practitioner enquiry on project/play/enquiry based approaches to learning and teaching Further develop environments within the school to promote curiosity, enquiry and engagement in meaningful learning experiences Visits to other establishments – looking outwards and learning from others' successes in increasing opportunities across the school for child-led learning Develop consistent approaches to introducing, recording and tracking Meta Skills across the stages through planning and profiling (Seesaw), and engage in cluster moderation relating to Meta Skills and Profiling	M. Allaway All staff Teachers SLT Teachers CMG	Sept & Nov '25, Apr '26 Ongoing Terms 1 & 2 Nov '25 and ongoing	CPD Manager/CLPL opportunities Collegiate Calendar CIRCLE resources SDS Meta Skills Toolkit	Professional Dialogue Peer Support Feedback Seesaw Journals Staff Questionnaires Parent/carers Feedback Environment Audits
Staff should continue working together to raise further children's attainment in literacy and numeracy					
Area for Improvement					
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
A relentless focus on raising attainment in literacy and numeracy leads to almost all children reaching national expected standards of attainment by October 2026	<ul style="list-style-type: none"> Refresher session on use of ERC Tracking database All teachers and senior leaders continue to identify children off track in literacy and numeracy and use this to plan targeted interventions All teachers and senior leaders continue to update class and whole school demographic overviews Teacher to be trained in Reading Recovery and Literacy Support All staff continue to work collegiately with SEF team to ensure high quality, impactful approaches and interventions in literacy and numeracy (universal and targeted) e.g. DLL, TRAIL, Talk for Writing, C/P/A approaches, P4-7 STEM/Maths project Continue to use Pupil Equity Fund allocation to: <ul style="list-style-type: none"> Identify children impacted by poverty related barriers to learning Plan and implement bespoke individual and group interventions to address issues around attendance, wellbeing and readiness to learn Review the impact of interventions regularly and adapt accordingly Work with partner agencies to support target children and families 	SLT Teachers G.Hamilton B. Gallagher G. Gourlay J. Miller A. McColgan-Smith R.Egan S. Lawless N. Reid-Taylor	Sept '25 and ongoing Aug '25 – Jun '26 Ongoing and termly review	ERC Tracking Database Literacy Support Teacher training and resources Collegiate Calendar Education Scotland website West Partnership resources PEF Guidance EEF website Scottish Attainment Policy	ACEL data PEF Reporting NSAs (P1, 4 & 7) Standardised Tests (P3, 5 & 7) Progress towards individual learning targets and CWPs Reading Recovery data SEAL/Maths Recovery data TRAIL data
Children are supported to attain highly through inclusive learning experiences that represent their diverse identities and increase motivation	Further develop approaches to promote and celebrate diversity, inclusion and equality through: <ul style="list-style-type: none"> Building Racial Literacy/Anti-Racism CLPL for all staff Re-establishing the Diversity Committee including children parents/carers Continuing to focus on cultural events relevant to our children and families Continue to implement and monitor our Promoting Positive Relationships and Behaviour Policy, Nurturing Approaches and Trauma-Informed Practice Continue to develop sustainable approaches to prioritising staff wellbeing	R. Ali J. Miller A. McColgan-Smith All staff All staff A. Merrylees-Stalker K. Stevenson	Sept & Nov '25, Mar '26 and ongoing Ongoing	Family First link worker Financial Inclusion Officer	Talk for Writing cold and hot pieces PM Benchmarking SWST data

Thornliebank Primary School and Bun-sgoil Thornliebank
 Action Plan (following Education Scotland Inspection)


Area for Improvement	Senior leaders and staff should continue to implement the strategic plan for Gàidhlig Medium and Learners Education. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other local and national groups. This should give children further opportunities to use and develop their Gàidhlig.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All staff are aware of the ERC Gaelic Language Plan and understand their role in contributing to the achievement of its objectives</p> <p>Continue to develop and strengthen partnerships with the wider Gaelic-speaking community, including other GME provisions and third sector groups</p>	<ul style="list-style-type: none"> Revisit CLPL for all staff on ERC Gaelic Language Plan Continue to work in partnership with ERC Education Department to further promote GME and maximise uptake across the local authority area Update and add to the new school website to share detailed and comprehensive information about GME and bilingualism Continue to engage the local and wider community by hosting Gaelic events including Gaelic Bookbug in Bun-sgoil Ghàidhlig Thornliebank Continue to identify wider opportunities for Gaelic learners to use their skills in Gaelic, for example participation in local Mòds Provide regular opportunities for Gaelic learners' parents, carers and families to participate in Gaelic events in school and use Gaelic language with their child 	<p>A. McColgan-Smith & I. Campbell</p>	<p>Oct '25 Ongoing</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing</p> <p>Termly</p>	<p>ES Gaelic Language Plan & Advice on GME</p> <p>ERC Gaelic Language Plan</p> <p>Bòrd na Gàidhlig</p> <p>Comann Nam Parant</p> <p>Comunn na Gàidhlig</p> <p>Seachdain na Gàidhlig</p> <p>Gaelic Development Officer (GDO) I. Campbell</p>	<p>P1 uptake and continued participation of enrolled children in GME</p> <p>Attendance at events</p> <p>Visibility of Gaelic across the school</p> <p>Pupil and parent questionnaires</p>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 SEPTEMBER 2025Report by Director of EducationPARENTAL INVOLVEMENT AND ENGAGEMENT (PIE) STRATEGY 2025-28**PURPOSE OF REPORT**

1. The purpose of this report is to update Elected Members on the approaches taken to meet the duties outlined in the Scottish Schools (Parental Involvement) Act 2006 in East Renfrewshire schools between 2022 and 2025, and to seek approval for the Parental Involvement and Engagement (PIE) Strategy 2025–2028.

RECOMMENDATIONS

2. Education Committee is asked to:
 - a) note and comment on the findings of the report (Appendix 1/2);
 - b) approve the Parental Involvement and Engagement Strategy 2025–2028; and,
 - c) ask the Director of Education to support all educational establishments to implement this strategy.

BACKGROUND

3. The Scottish Schools (Parental Involvement) Act 2006 aims to ensure that parents are involved in their child's education and learning, welcomed as active participants in the life of the school, and encouraged to express their views and work in partnership with schools.
4. The Act requires local authorities to:
 - Involve parents in their child's education and the education provided generally;
 - Provide advice and information to parents;
 - Promote and support Parent Councils; and,
 - Establish a complaints procedure for duties under the Act.
5. The strategy aligns with national frameworks and local priorities, including the Children's Services Plan and East Renfrewshire's "A Place to Grow" vision. It supports the Education Department's vision of Everyone Attaining, Everyone Achieving, through Excellent Experiences.

REPORT

6. The PIE Strategy 2022–2025 focused on three key aims: Communicate, Collaborate, and Consult. It was informed by extensive consultation and a PIE census involving over 1,100 parents.
7. Key strengths identified include:

- High levels of parental satisfaction and improved communication;
 - Increased use of digital platforms and hybrid engagement approaches;
 - Growth in family learning opportunities and targeted support for disadvantaged families;
 - Enhanced collaboration through Parent Councils, Equalities Forums, and participatory budgeting; and,
 - Development of professional learning for staff and PIE Coordinators.
8. A range of good practice examples from our settings and schools are included within the report. These include:
- In Isobel Mair School, all learners are encouraged to develop an interest in and enthusiasm for STEM, and parents have been participating in STEM learning experiences alongside their children both in school and at home.
 - St. Ninian's High School is the first secondary school to achieve silver accreditation in Family Centred Approaches.
 - Arthurlie Family Centre have created opportunities for parents to participate in family learning to enhance the learning experiences of children and their families. This included *STEM* and *Craft and Cooking* sessions.
 - McCreedy Family Centre, adapted Book Bug sessions to reflect the linguistic diversity within the community, incorporating languages such as Urdu, Spanish, Portuguese, and Kurdish. Parents participated by reading stories to the children in their native languages.
 - St. John's Primary School staff, using insights from the Attendance Toolkit and their own internal data, initiated an action research project aimed at improving attendance rates. The school implemented tailored support for families based on specific circumstances.
 - Adult Learning, in partnership with Mearns Primary School delivered an SQA Maths unit to parents in the school. A family learning course, Learning Maths Together, was also developed for parents and their children in P5-7.
9. The new PIE Strategy 2025–2028 builds on these successes and focuses on:
- Parental Involvement: improving opportunities for parents to participate in the life and work of their child's establishment;
 - Parental Engagement: supporting meaningful interaction with children's learning; and,
 - Family Learning and Learning at Home: promoting learning experiences that benefit the whole family.

CONSULTATION AND PARTNERSHIP WORKING

10. The strategy has been developed through consultation with parents, Head Teachers, PIE Coordinators, Parent Council Chairs, and other stakeholders.

FINANCIAL AND EFFICIENCY IMPLICATIONS

11. Any financial implications will be met from the Education Department's budget. Schools may use Pupil Equity Funding to support parental engagement and family learning where appropriate.

IMPLICATIONS OF THE PROPOSALS

12. An Equality, Fairness and Rights Impact Assessment has been undertaken and has found that PIE Strategy is likely to have a positive impact on children, young people and their families.

CONCLUSION

13. The PIE Strategy 2022–2025 has strengthened parental involvement, engagement, and family learning across East Renfrewshire. Increased satisfaction, improved communication, and more inclusive practices have helped families feel connected and empowered. Insights from the PIE census and stakeholder feedback have shaped the new 2025–2028 strategy, which will continue to focus on meaningful involvement, engagement in learning, and family-wide learning opportunities.

RECOMMENDATION

14. Education Committee is asked to:
- a) note and comment on the findings of the report (Appendix 1/2);
 - b) approve the Parental Involvement and Engagement Strategy 2025–2028; and
 - c) ask the Director of Education to support all educational establishments to implement this strategy.

Mark Ratter
Director of Education
25 September 2025

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Appendices
Appendix 1: PIE Strategy Report 2022–2025 and 2025-28 Driver Diagram
Appendix 2: Executive Summary Parental Involvement and Engagement (PIE) Strategy 2022-25

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EAST RENFREWSHIRE COUNCILREPORT ON THE PARENTAL INVOLVEMENT AND ENGAGEMENT (PIE) STRATEGY
2022-25**PURPOSE OF THE REPORT**

1. The purpose of the report is to provide an update on the approaches taken to meet the duties outlined in The Scottish Schools (Parental Involvement) Act 2006 in East Renfrewshire schools between 2022 and 2025. The report outlines the next steps which will be taken forward in the Parental Involvement and Engagement (PIE) Strategy 2025-2028.

BACKGROUND

2. The Scottish Schools (Parental Involvement) Act 2006, aimed to ensure that parents are: involved with their child's education and learning; welcomed as active participants in the life of the school; and encouraged to express their views on school education generally and work in partnership with the school.

3. The Act requires local authorities to prepare a strategy document setting out their policies for parental involvement which covers their duties to:

- Involve parents in their own child's education, and that provided by a school to its pupils generally;
- Give advice and information to parents in respect of their own child;
- Promote the establishment of Parent Councils in schools and support their operation; and,
- Establish a complaints procedure for their duties under the Act.

4. This report outlines the impact of the Education Department's PIE Strategy 2022-2025 and presents a new strategy for 2025-2028, which will contribute to East Renfrewshire Council's A Place to Grow Vision for 2040. Our ambition for East Renfrewshire is that every child and young person, regardless of background or circumstance, will fully flourish on their journey to adulthood (Pillar 1).

Every child and young person will:

- Be loved, safe and happy
- Be as healthy as they can be
- Have friends and adults they trust
- Be successful learners and well prepared for the future
- Have their voices heard and their rights recognised, respected and nurtured.

Our children, young people and families that face challenges and disadvantage will:

- Access the right support as early as possible
- Receive support that is compassionate and aspirational and builds on their strengths.

Our learning establishments will:

- Deliver a curriculum that inspires and prepares children and young people well for the future
- Continue to improve achievement for all.

5. It will also contribute to the aims of our Children's Services Plan 2023-26, where our vision is for East Renfrewshire's children to grow up loved, respected and given every opportunity to fulfil their potential. We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all hope.

REPORT

6. The PIE 2022-2025 had a range of aims and critical indicators which are listed in Appendix 1.

7. In order to involve a wide range of stakeholders in a review of the strategy, and to identify priorities for the new strategy, we undertook consultation over the last year that included presentation and feedback at a: Director's Staff Forum (November 2024); Head Teacher meeting (January 2025); PIE Coordinator meeting (March 2025); and Parent Council Chairs meetings (March and May 2025). We also used a Padlet to collect views from colleagues and parents unable to participate at the above meetings, and we conducted a PIE census (March – May 2025).

Communication

8. Parental satisfaction with schools in East Renfrewshire is consistently high. 1120 parents responded to the PIE census questionnaire in 2025. From these responses, most parents (75%) are satisfied or very satisfied overall with how their school engages with them. This compares favourably to a positive response rate of 63% through the previous census in 2022. Almost all parents (91%: 86% in 2022) agree that school staff are approachable and most (83%: 81% in 2022) are confident that if they need to contact their child's school, they will respond helpfully to questions and comments.

9. All schools have clear procedures to ensure parents regularly receive information about their child's strengths, next steps for learning, progress and achievements. Establishment websites provide parents and other family members with a wide range of useful and engaging information with most establishments including a dedicated section for parents. Almost all establishments use individual class blogs to share children's experiences with their parents and have further developed use of digital technologies, such as Google Classroom, Microsoft Teams and See Saw to support learning at home.

10. In partnership with parents, establishments are building on the knowledge and skills gained during periods of school closure to further look at what suits families best with regard to communication. In October 2022, the success of the above approaches were confirmed during a meeting with Parent Council Chairs which focussed on best practice in parental engagement as we responded to the challenges of Covid-19. Chairs responded very positively with a range of examples of successful and innovative engagement which led to families feeling welcomed back physically into their school communities. After consulting with their parent forums, a few establishments have adopted a hybrid approach to parent's evenings where a choice of virtual or face to face appointments are offered. All establishments use a range of digital platforms and tools effectively to share learning and achievements; there is also clear evidence of two-way communication with parents sharing learning and achievements from home. Education Scotland inspections have found that our schools communicate appropriately and effectively. The inspection of Kirkhill Primary School (March 2024) noted that: *"Parents contribute to the celebration of children's achievements by sharing them with the school. These are then included in weekly assembly slideshows, highlighting a strong home-school connection."*

11. As the local authority has moved away from the “X” platform, guidance and training has been provided to establishments which supports staff to select the most appropriate platform for different types of communication such as administration messages and sharing successes and achievements. East Renfrewshire Council maintains an easily accessible and regularly updated website which features a section on Schools and Learning. This site links directly to each establishment website, supporting parents to quickly find information about their child’s school. It also links to a range of online services including Parentsportal, which has replaced the traditional 'schoolbag run' while also reducing paper transactions and the administrative burden on schools. In May 2024, a workshop on Parentsportal was provided for Parent Council Chairs in order to gain feedback and plan further improvements to this service. Currently, East Renfrewshire has the highest level of use of this service of all participating local authorities.

12. All establishments update their handbooks regularly with increasing involvement of parents to ensure that they contain the necessary legislative information and are easy to read. An audit of handbooks and websites was carried out in 2024 which showed that all establishments described the opportunities provided for parents to become involved in their child’s learning and the life of the establishment within their handbooks as well as important aspects such as the curriculum and support for pupils. Almost all handbooks and websites adhere to National Improvement Framework (NIF) Parent Communication principles; using simple and clear language, avoiding jargon and acronyms where possible and focussing on information which is most relevant to parents. In a few establishments, handbooks and websites can be hard to navigate and relevant information is not always easily to find. In these cases, support and guidance is offered to schools to support improvement which has resulted in more accessible handbooks.

13. PIE coordinators have shared good practice in communicating with parents as we responded to the challenges of Covid-19, including through the use of technologies. In May 2023, senior staff from McCreedy Family Centre, Braidbar Primary School and Mearns Castle High School shared their approaches: using apps to engage with families and share progress; making best use of the school website and other resources to communicate with EAL families; and using an App to communicate with families and support them to stay safe online. From the PIE census conducted in 2025, most parents (78%: 67% in 2022) know what their child is learning at school and most (78%: 69% in 2022) agree that the school keeps them well informed about their child's progress in a way they can understand.

14. In the HMIE national thematic inspection report of local authority approaches to supporting school improvement, East Renfrewshire was highlighted in a practice example: “Child and parent-friendly versions of school improvement plans are available in all schools. This is supporting children, young people, and parents to have a better understanding about school improvement. Parents welcome these school improvement plans and standards and quality reports that avoid educational jargon.”

15. The Education Department, Head Teachers and school staff work together effectively to ensure that they give advice and information related to their own child’s learning in a manner consistent with the authority’s duties under the Scottish Schools (Parental Involvement) Act. This includes information and advice for parents who wish to educate their child at home. In our annual questionnaires, most parents with children who attend school in East Renfrewshire tell us that they receive helpful feedback about how their child is learning and developing at school and that they get advice from the school on how to support their child’s learning at home. This has been exemplified during Education Scotland Inspections since 2022. For example, the Summary of Inspection Findings for Barrhead High School in January 2024 noted: *“Parents are able to access a digital feedback platform, and this supports their*

engagement in their child's learning. Most parents agree that staff, commendably, give them advice on how to support their child's learning at home."

16. In February 2024, senior staff from establishments and the Education Department participated in professional learning with Scottish Public Services Ombudsman (SPSO) on complaints handling, with a focus on timely, transparent communication and a willingness to use complaints as learning experiences. SPSO also provided information during this session about the development of child friendly complaints in response to UNCRC legislation. We continue to respond to and learn from the complaints, enquiries and compliments we receive from parents. During financial year 2024-25 the average response times to Stage 1 and Stage 2 complaints by the Education Department were 4.0 and 18.7 days respectively, in both cases the fastest response times over the last five years. Almost all (92%) of complaints were responded to on time over that period.

17. The Education Department analyses the frequency and nature of compliments, complaints and enquiries. One audit showed that the most common types of complaint related to school management. However, further interrogation showed that a significant number of complaints under this category related to reorganisation of classes in primary schools. In response to this issue, the Education Department worked with focus groups of Parent Council Chairs, Head Teachers and Pupil Leaders to develop a policy on Class Organisation which was shared with Head Teachers and Parent Council Chairs in 2024.

18. The Community Hub website includes a directory of groups & activities for children and young people with Additional Support Needs. This supports a target in the East Renfrewshire Children's Plan of increasing access to information to promote the inclusion of children with complex needs and their families. Parents were involved in the co-creation of the Community Hub. The directory was accessed over 2600 times between April and December 2024.

19. To improve communication with non-resident parents, the Education Department worked with Shared Parenting Scotland to deliver workshops and provide support and guidance to PIE Coordinators (December 2024) and the Equalities Parent Forum (February 2025). Shared Parenting Scotland highlighted certain aspects of local authority communication that worked well and others could be improved to ensure that we always meet the rights of non-resident parents.

Collaboration

20. There has never been a more important time to ensure that the workforce has the appropriate values, competencies, skills, knowledge, experience and qualifications to work effectively with learners, parents and families. Engaging parents in their child's learning is said to be '*a powerful lever for raising achievement*' (Goodall, 2017)

21. We have provided Career Long Professional Learning (CLPL) for practitioners, which has been positively evaluated, to support relationship-based approaches with parents. These opportunities have included:

- Solihull Approach Foundation training
- Family Centred Approaches – Going for Gold
- Parental Involvement and Engagement (NQTs)
- Engaging Stakeholders (Aspiring Leaders)
- PIE Coordinator Forums
- Family Learning Collaborative Enquiry

22. The Solihull Approach Foundation Training is delivered to Early Learning and Childcare (ELC) professionals supporting our youngest children. In addition, our new Equity and Excellence Lead and staff within the Early Years Outreach Team have completed this training and use the approach to support identified families. The Solihull Approach is to support the emotional health and wellbeing for all children, their parents, carers and grandparents. Solihull training was initially targeted at ELC practitioners working with families in our least affluent communities, but the offer has been widened to include practitioners across the authority. Over the last three years, 61 practitioners have been trained, bringing the total to 111 within the authority. Feedback from participants has shown how much more confident staff are to support families using the three principles of Solihull: containment, reciprocity and behaviour management.

23. Every establishment in East Renfrewshire has a named Parental Involvement Co-ordinator who leads on this area within their establishment. Professional learning and guidance has been provided to practitioners, and in particular to PIE Coordinators, on how to use the National Improvement Framework (NIF) Parent Communication principles to improve communication with parents. We have supported and challenged establishments to develop their approaches to Parental Involvement, Parental Engagement, Family Learning and Learning at Home. We collaborated with officers from Education Scotland to deliver a local launch of this framework with PIE coordinators in February 2024. We focussed in particular on family learning. Our Adult Learning Service (ALS) Manager also outlined how this service facilitates family learning opportunities across East Renfrewshire and how they can support establishments to develop their approaches. A few establishments have started working in partnership with the ALS since this event.

24. A wide range of evidence shows family learning to be an effective way of promoting and facilitating increased parental participation and engagement with establishments. Following the above event, a Family Learning Collaborative Enquiry Group was established with practitioners from two family centres (Cart Mill and Hazeldene), four primary schools (Crookfur, Netherlee, Our Lady of the Missions and St. Cadoc's) and one secondary school (St. Luke's) researching, planning and delivering family learning activities over the following year. They were supported by a Quality Improvement Officer and the Adult Learning Service Manager. In May 2025, the above group presented their findings to PIE Coordinators, to share good practice and stimulate further engagement in family learning. In all the establishments involved, the lead practitioners noted increased levels of parental engagement in their children's learning from targeted families.

25. Education Scotland inspections of East Renfrewshire schools have noted the positive impact of family learning, including:

"Parents participate in family learning sessions on topics like digital safety, STEM, and positive parenting. The school works closely with families to reduce the cost of the school day and ensure all children can participate fully." (Summary of Inspection Findings: St. Joseph's Primary School (March 2025))

"Family learning events, such as cooking classes, have led to improved attendance for targeted pupils." (Summary of Inspection Findings: Williamwood High School (March 2025))

26. In Isobel Mair School, all learners are encouraged to develop an interest in and enthusiasm for STEM, and parents have been participating in STEM learning experiences alongside their children. The school made innovative use of Google Classroom to increase the number of parents who were able to participate. Families also had an opportunity to engage at home with *Dec-STEM-Ber* Science and Technology home learning packs.

27. In the PIE Census conducted across East Renfrewshire in 2025, it was pleasing to note the following responses in relation to family learning when compared to the previous census. However, there is scope to further develop approaches to family learning since less than half of respondents have taken part, and family learning will again be a focus in the new strategy.

Strongly agree /agree	2022	2025
The school provides me with useful information about how I can help my child learn at home.	58%	65%
My child's school offers a selection of Family Learning activities such as events and workshops.	33%	64%
The school is making me aware of the Family Learning opportunities.	34%	65%
I have taken part in Family Learning activities. This is where parents/carers and children learn together.	24%	45%

28. There has been steady progress in embedding Family Centred Approaches (FCA), which was launched in 2012, with more establishments gaining accreditation over the last three years. In the ELC sector, 19 nursery classes and family centres have achieved Gold accreditation, and in the primary sector 14 schools. In the secondary sector, progress has been slower, with our first school (St. Ninian's High School) gaining Silver accreditation in February 2024. Engagement in the process has further developed the ability and confidence of staff to meaningfully engage with families and takes account of their individual circumstances. We will continue to offer CLPL relating to FCA, we will continue to develop our pool of Gold Validators, and we will continue to report on progress to and seek feedback from Parent Council Chairs and PIE Coordinators.

29. A seminar on Engaging Stakeholders, led by experienced Head Teachers, was included in our Aspiring Leaders Programme. This seminar included a focus on parental engagement and was positively evaluated by participants (Depute Head Teachers and Principal Teachers) with comments including: *"I will make use of the list of recommended professional reading around engaging families."*; *"I will complete the activity about identifying which families may face barriers to engagement, what those barriers are and what I am going to do about it."*; *"I am keen to explore further the more innovative ways to promote family and parent engagement and participation."*

30. Sessions on *Parental Involvement and Engagement* and *Preparing for Parents Evenings* have been included within our Probationer Teacher CLPL Programme over the last three years. This has increased teachers' awareness, at an early stage in their careers, of the importance of communicating effectively with parents and providing them with a range of opportunities to be engaged in their children's' learning. These sessions have been positively evaluated positively, with comments such as: *"these sessions allowed me to develop strategies for tracking, reporting and parent's evenings."*

31. The Education Department promotes increasing diversity in Parent Councils. It also supports establishments to ensure that all parents can have their views represented and to develop approaches to effective collaboration with parents in planning and decision making. An increasing proportion (40% in December 2023) of establishments established a Parent Equalities Group, and we are working with all establishments to demonstrate the value of these forums. Almost all establishment handbooks contain a statement about equalities and

inclusion, with a majority naming the Equalities Coordinator and how to contact them. When Education Scotland published their inspection report on Crookfur Primary School in February 2023, it was noted: *“children are developing an increasing understanding of protected characteristics such as race and gender through planned curricular opportunities and cultural events. The Parent Diversity Group is supporting this work very effectively.”* The inspection report for Braidbar Primary School (March 2023) noted: *“The school has a highly effective approach to working in partnership with children and parents to build a culture of equality. As a school community they wanted to recognise and celebrate the religious and culture beliefs of all children and their families”.*

32. In the 2025 PIE Census, most parents (80%: 77% in 2022) agreed that the cost of participating in school activities and events is affordable, although the proportion disagreeing with that statement has risen from 5% to 8% over the last three years. An audit of schools’ Pupil Equity Fund Plans demonstrates that all schools are taking action to reduce the cost of the school day. In the Education Scotland inspection report on St. Luke’s High School published in March 2024, it was found that *“the school ensures financial barriers are removed so all young people can participate in curricular and extracurricular activities. Effective support is available to families to help with costs, contributing to high participation and attainment among pupils from disadvantaged backgrounds.”*

33. Less than half of respondents (47%: 49% in 2022) would like to be more active in their child’s school. Work commitment remains the most significant barrier. However, where establishments have been responsive to the work commitments when engaging with parents, they have been able to maximise participation. In Arthurlie Family Centre, creating opportunities for parents to participate in family learning has enhanced the learning experiences of children and their families. The centre consulted with all families about how and when they would like to be involved. A range of family learning events were delivered, including *STEM* and *Craft and Cooking* sessions, and were very well attended. Parents provided positive feedback on these family learning events, with particular comments on the flexible offer including *“I found the timing of it supported working parents and provided opportunity for us to engage with the provision. I look forward to participating in more sessions in the future”.*

34. The proportion of parents who responded in the census that they were not made aware of opportunities to be more active in their child’s school has reduced from 28% to 8% over the last three years. Most parents (77%) agreed that usually there are opportunities for them to help or volunteer with their child’s school. This was a significant increase in 46% who agreed in 2022; however, it was well below the 92% who agreed in the census before that, in 2019. Covid-related restrictions will have affected the response in 2022, so a look further back suggests there is more support needed in this area to provide more opportunities for meaningful volunteering. Supporting establishments to develop meaningful and impactful opportunities for volunteering will feature in the new strategy.

35. The Early Years Outreach Service (EYOS) has expanded its support for children and their families in Early Years settings and has included a focus on parent empowerment. They have increased the knowledge and confidence of parents through: home visits; collaborative wellbeing planning; information sessions; collaboration with a range of professionals; and monthly information Sways. Almost 100 children and families have been supported since it was established, and effective tracking has demonstrated improved outcomes for children and their families and increased skills and confidence in ELC staff.

36. The Family First Team is East Renfrewshire’s universal Early Years Prevention Service. Over 2000 families have been supported by the service. The main need of families

over the last three years has been parenting support which includes support with sleep, routines and behaviours within the family home. 128 families received parenting support during 2024-25, with outcomes including 1:1 support within the home environment and sharing strategies from the Solihull Approach resource. The service also makes referrals on to partners in Work East Renfrewshire for employability support and to RAMH for counselling and anxiety management support. Where a higher level of support is identified through the use of the Family Wellbeing Scale, families have engaged in our Psychology or Parenting Programmes (PoPP) offers. 46 families engaged in a PoPP programme last session. 80% of initial SDQ scores were over 17 which is high risk range. Final average scores decreased to below 14 which indicates low risk. Almost all families (93%) had an improved SDQ score following participation. Further development of parenting programmes will feature in the new strategy.

37. McCready Family Centre, adapted Book Bug sessions to reflect the linguistic diversity within the community, incorporating languages such as Urdu, Spanish, Portuguese, and Kurdish. Parents participated by reading stories to the children in their native languages. Additionally, families were invited to attend Gaelic Book Bug sessions designed to promote and celebrate Scottish culture and heritage. All new families receive a Home Learning Bag containing a set of engaging resources. These are displayed on a family wall as a warm welcome and a celebration of the diverse cultures and backgrounds within the community. This initiative supported the centre's Rights Respecting Gold Award. One new parent commented, *"I have never felt so welcomed into a nursery. Everyone is so friendly and welcoming. Thank you!"*. This family learning approach should be shared with other establishments and further developed within the new strategy.

38. Glenwood Family Centre parents actively enhance the work of the centre including a Parents' Committee who further support this approach. They engage families in a range of ways, gathering parental views and increasing parental involvement and engagement. Staff supported cluster parental sessions including Psychology of Positive Parenting, Sleep Scotland and Family First sessions. The format of Parents' Curriculum Evening was changed to a Come and Play session for families, where children and parents participate together. 46 families attended and took part in a range of activities together led by the staff team in session 2024-25. In evaluations, one parent commented, *"We loved it! Lots to explore and lovely to see how confident (our child) is at nursery. Thank you!"*. The committee built on previous success to include Mini-Master Chef sessions which encourage families to prepare and cook healthy foods together. The centre delivers sessions at various times across the week to meet the needs of different families and align with different attendance patterns.

39. St. John's Primary School staff, using insights from the Attendance Toolkit and their own internal data, initiated an action research project aimed at improving attendance rates. The school implemented tailored support for families based on specific circumstances. These supports included one-to-one check-ins, home visits, and flexible drop-off and pick-up times to ease parental pressures. These approaches made a significant impact, with the school meeting their East Renfrewshire target of 95% attendance in 2024-25, an increase of 1.2% on the previous year. A Principal Teacher presented this research to colleagues as an example of good practice.

40. St. Mark's Primary School was recognised and accredited by National Nurture Network UK. A target in their report was to "increase opportunities for parental involvement in the nurture class" so the school introduced *Family Friday* mornings within its nurture group. During these sessions, parents were invited to the *Treasure Island* nurture room to engage in a range of collaborative learning activities with their children. The initiative was positively received, with one parent sharing, *"I saw how well my son felt in a group and how confident he was"*.

Feedback from a questionnaire revealed that all participating parents expressed a desire for more opportunities to work alongside their children in the nurture setting.

41. Family Learning at Mearns Primary School has continued to grow and develop over the last few years. The school consulted with parents over what they wanted to learn about alongside their children, and those responses were used to design family learning programmes. Children and parents learned alongside each other. There was a particular focus on Health and Wellbeing and fun community activities. This has led to an increasing number of parents volunteering within the school.

42. From 2022 to 2025, Adult Learning Services (ALS) have delivered a range of learner centred courses for parents to meet their identified needs, including: *Supporting Parents Supporting Children; Family Maths; Family ESOL; Wellbeing for Parents group; and Incredible Years*. The ALS has engaged with education establishments to help target parents across

43. the authority. Over the last three years the ALS supported 291 parents who identified personal and family learning goals. Almost all parents (99%) reported improved skills and confidence in relation to their goals. Through UK Shared Prosperity Fund Multiply funding, the ALS delivered a range of courses aimed at parents. For example, in partnership with Mearns Primary School a Scottish Qualification Authority (SQA) Maths unit was delivered to parents in the school. A family learning course, Learning Maths Together, was also developed for parents and their children in P5-7.

43. Parents are involved in decision making through the recruitment and selection process for Head Teacher and Depute Head Teacher posts. We have provided 9 training sessions between November 2022 and November 2024 to increase the number of Parent Council members who can take part in this process in an informed and confident manner to 48. We continue to respond flexibly in cases where Parent Council members require training at short notice to take part in a recruitment process.

44. Although we no longer have group membership as a local authority with Connect, we have encouraged all schools to take out their own membership, which includes insurance cover, working in partnership with Connect to highlight the benefits of membership. Connect provide a vital source of information, resources and advice on the few occasions when any issues arise. They have provided training to PIE Coordinators to increase their awareness of how to most effectively support their Parent Councils. Connect have also supported us to provide training for Parent Council Chairs (October 2023) to understand their roles as Chairs and other post holders.

45. We currently have 14 children registered with us as being home educated, and another 5 who are home educated for part of each week. This represents a significant decrease in home educating families since 2022, when 34 children were registered as being home educated. The QIO responsible for home education maintains regular communication with these families and offers support and guidance to help parents provide high quality learning experiences. New national guidance on home education was published by the Scottish Government in January 2025 and this is being used to further strengthen the support we offer home educating families.

Consultation

46. The *Achieving Excellence and Equity: 2025 National Improvement Framework Improvement Plan* reports that “*there is room to strengthen the involvement of parents, carers, and the wider school community in shaping the vision and driving change*”. The Education

Department and all establishments continue to develop approaches to involving parents in decision making.

47. Following participation in the Scottish Government PIE census in January – March 2022, the Education Department shared the findings of this census with Head Teachers, PIE Coordinators and Parent Council Chairs. Findings were used to set benchmarks and measures for the 2022-25 strategy. We recently conducted another census in March – May 2025. We used the same set of statements and questions so that we could make comparisons with results from 2022. On this occasion we were not able to benchmark against national results as the Scottish Government did not collect local authority data as they did three years ago. The findings from this census have helped the local authority to measure the success of this strategy and to develop our priorities for 2025-2028.

48. A majority of parents (57%: 51% in 2022) agree that the school takes their views about their child's learning into account and a majority (52%: 52% in 2022) agree that the school seeks their views and opinions on school policies. In the Education Scotland inspection report on Cross Arthurlie Primary School published in September 2024, it was found that *“the Head Teacher consults with the Parent Council regarding the use of Pupil Equity Funding (PEF). Parents and children were involved in participatory budgeting decisions, showing a collaborative approach to financial planning.”*

49. Parent Councils have been well supported through Parent Council Chair Forums which occur three times a year. Since 2022, senior officers in the Education Department and colleagues from across ERC have sought the views of Parent Council Chairs on a range of local and national plans, policies, strategies and reports including:

- Funding of Summer Activities
- Home to School Transport Policy
- Social Justice Strategy
- Local Improvement Plans
- Standards and Quality Reports
- UNCRC Report
- Digital Learning and Teaching Strategy
- Class Organisation Policy
- Placing Request Appeals
- Parental Employability Support
- Education Scotland Inspection Framework
- PIE Strategy

50. A Parent Equalities Forum meets termly to: share key information; discuss the work of establishments to promote equality and eliminate discrimination; and consult with parents on a range of equality-focused issues. The Forum plays an important role in consultation on key strategies and policies, for example the Additional Support for Learning action plan and Social Justice Framework. All members of the parent forum are welcome to attend Equalities Forum meetings and all Parent Councils are encouraged to identify a member of their parent forum to join each meeting, in order to share information back to the wider parent body. In this way the Parent Equalities Forum is also an important channel for communicating support available to parents, including around the cost of living crisis, violence towards women and girls, and shared parenting.

51. The Learn Well service promotes positive, nurturing relationships with young people who are missing school due to Emotional Based School Avoidance (EBSA), and within families. The range of support offered by the service includes engagement with and empowerment of parents. A Parent Support Group offers support to the families of the young

people who attend Learn Well. The group has run fortnightly, alternating between a *Coffee and Connect* session and a wellbeing workshop. *Coffee and Connect* provides an opportunity for the parents to build relationships with staff and meet other parents connected to the service. Workshops cover a range of topics including: sleep; impact of EBSA on the wider family; stigma; graded exposure; and alternative pathways for future learning. This group has been very well received by participants. Parents are consulted annually on the areas of priority for Learn Well engaging with their children. In the last consultation, all parents agreed that the service has been effective and almost all agreed that there has been a benefit to the whole family. Most parents chose improving wellbeing as the top priority for the service.

52. In the Carlibar Campus, a new and shared vision, “*Together we nurture, learn and shine*”, has been developed through consultation with pupils, parents, and staff, with a full launch in August 2025. This collaborative approach, involving most parents, has fostered a shared sense of purpose and collective ownership of the vision, values and direction. All classes have hosted an assembly for parents, celebrating learning and building family engagement. These events have strengthened community links and highlighted pupil achievement across the school.

53. St. Mark’s Primary School wanted to increase parental awareness of support available to alleviate pressures around the Cost of the School Day. A new action plan was implemented to address financial barriers identified by the school community. Communication with parents remained a priority, with updates shared in a range of ways to ensure transparency in how their feedback is being acted upon. To assess impact, a parental survey gathered perspectives. Key findings included that awareness of support for the cost of uniforms has improved, and confidence in discussing financial difficulties has increased.

54. A report to the Education Committee on Provision of Early Learning and Childcare and Out of School Care Services in November 2024 recorded that consultation with parents showed that:

- when asked to rate how their child’s ELC allocation meets the needs of their family (with 1 being ‘not at all’ and 5 being ‘extremely well’), the average score was 3.9. 68% of those responding selected either 4 or 5, with only 14% selecting 1 or 2. This is broadly in line with the results from the 2022 consultation.
- officers have been able to allocate almost all applications received on time to their first choice of setting;
- more flexible options for families, including the wider rollout of add-on hours and the launch of a new full-time model of attendance, have been very popular with families and contributed towards the Council’s income;
- when asked to rate how the provision before and after school services met the needs of their family (with 1 being ‘not at all well’ and 5 being ‘extremely well’), the average score was 3.9. Over 70% of the responses were either 4 or 5, with 17% being 1 or 2

It should be noted that Out of School Care Services are not the statutory responsibility of the local authority.

55. In line with our statutory duties, we will continue to consult on provision of Early Learning and Childcare and Out of School Care Services in order to further improve our service, with the next consultation due in autumn 2026.

NEXT STEPS

56. A new parental engagement strategy has been developed for 2025 – 2028 (Appendix 3). This takes account of the areas identified throughout this report where there is scope for further improvement. The focus of the new strategy is on three main areas which are

highlighted in Education Scotland's *Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home*, which articulates what effective practice in these areas should look like across Scotland.

- **Parental Involvement:** we will improve opportunities for all parents to get involved in the life and work of their child's establishment;
- **Parental Engagement:** we will improve opportunities for all parents to actively and meaningfully engage in their children's learning; and,
- **Family Learning and Learning at Home:** we will improve opportunities for families to engage in learning outcomes that have an impact on the whole family.

Conclusion

57. The PIE Strategy 2022–2025 has strengthened parental involvement, engagement, and family learning across East Renfrewshire. Increased satisfaction, improved communication, and more inclusive practices have helped families feel connected and empowered. Insights from the PIE census and stakeholder feedback have shaped the new 2025–2028 strategy, which will continue to focus on meaningful involvement, engagement in learning, and family-wide learning opportunities—ensuring every child can flourish, regardless of background.

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Appendix 1

The PIE Strategy 2022-2025 had a range of aims and critical indicators.

Aims:

- Communicate – improve the ways that we communicate with ALL parents to ensure that they are provided with the information and support that they need to be involved and engaged in their child's learning;
- Collaborate – expand opportunities for ALL parents to collaborate at all levels within our education system; and,
- Consult - support consultation with parents in a variety of ways to fulfil our statutory duties and shape our services.

Critical Indicators:

- % of parents responding positively to parental questionnaires:
 - I am satisfied with the school
 - The school staff are approachable
 - My child's school helps me understand my child's rights
 - The school keeps me well informed about my child's progress in a way I can understand
 - The information I receive from the Parent Council is useful
 - How satisfied are you with the communication you get from the school to provide:
 - information on what your child is currently learning about
 - information on how your child is progressing with their learning
 - information on ways to help your child continue learning at home
 - general information about the school
 - The school provides me with useful information about how I can help my child learn at home
 - My child's school offers a selection of Family Learning activities such as events and workshops
 - The cost of participating in school activities and events is affordable
 - The school asks for my views about my child's learning
 - The school takes my views about my child's learning into account.
 - The school seeks my views and opinions on school policies
 - My views help to decide priorities in the School Improvement Plan
- % of ELC settings and primary schools achieving Family Centred Approaches Accreditation at Gold
- % of Secondary schools achieving Family Centred Approaches Accreditation at Bronze or above

Appendix 2

Sources of evidence for self-evaluation:

Looking Inwards:

The following evidence was reviewed from all schools and family centres (where relevant):

- Handbooks
- Websites
- Social Media feeds
- Standards and Quality Reports
- School improvement Plan
- PEF Reports

Centrally held documentation

- PIE Census analysis
- Family Centred Approaches data
- Minutes of meetings: Parental Involvement Co-ordinators, Parent Council Chairs Forum, Head Teacher meetings
- Parent consultations
- CLPL programme and evaluations
- Annual Questionnaire data
- Records of recruitment and selection training for parents
- Complaints data
- SPSO training
- Departmental reports to Education Committee

Looking Outwards:

<https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act-2006/documents/>

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/>

<https://www.gov.scot/publications/learning-together-update-on-the-national-action-plan/pages/parental-involvement/>

<https://education.gov.scot/media/ebxjdlxv/strategic-framework-for-pi-pe-fl-lah-october-2022.pdf>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> <https://education.gov.scot/resources/review-of-family-learning/>

<https://www.gov.scot/publications/home-education-guidance/>

Glossary:

Parent: Parent refers to the mother or the father of a child or young person, or to any foster carers, relatives or friends who have been given responsibility for looking after or bringing up a child or young person. We will use the term 'parent' or 'parents' to refer to all parents throughout this document.

Parental Involvement: Parental involvement describes the ways in which parents can get involved in the life and work of their child's school.

Parental Engagement: Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community.

Family Learning: Family learning encourages family members to learn together as a family. Family learning activities can also be designed to enable parents to learn how to support their child's learning.

Learning at home: Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities.

AIM

PtG1: Every child and young person, regardless of background or circumstance, will fully flourish on their journey to adulthood.

Outcome

We will know we are making good steps along the way WHEN....

Parents are more involved and engaged in their children's learning.

Critical Indicators

% of parents responding positively to parental questionnaires:

- I am satisfied with the school
- The school staff are approachable.
- The school asks for my views about my child's learning.
- The school takes my views about my child's learning into account.
- The school seeks my views and opinions on school policies.
- My views help to decide priorities in the School Improvement Plan.
- My child's school helps me understand my child's rights.
- The school keeps me well informed about my child's progress in a way I can understand.
- The information I receive from the Parent Council is useful.
- The cost of participating in school activities and events is affordable.

Our contribution

So we need to ...

Parental Involvement:

We will improve opportunities for all parents to get involved in the life and work of their child's establishment

Parental Engagement:

We will improve opportunities for all parents to actively and meaningfully engage in their children's learning.

Critical Activities

By.....

- Supporting Parent Councils to further improve communication with and be more representative of the parent forum.
- Supporting establishments and Parent Councils to further develop approaches to effective and inclusive collaboration in planning and decision making.
- Promoting family partnerships that involve all parents in developing a socially just climate across East Renfrewshire.
- Supporting parents understanding of children's rights in relation to UNCRC legislation, and raising awareness of child friendly complaints.
- Sharing and supporting the implementation of new Education Department *Sharing School Life* communications guidance.
- Communicating effectively with parents on Scottish Government reform to the curriculum, qualifications and assessment.
- Responding to all parental enquiries and complaints in line with ERC Customer Care Standards and Complaints Handling Policy.
- Providing Recruitment and Selection training for Parent Councils.
- Conducting and analysing the PIE census.
- Providing CLPL for practitioners on parental involvement.

- Supporting establishments to develop meaningful and impactful opportunities for volunteering.
- Promoting and sharing best practice in removing barriers preventing parents and families from engaging in their children's learning.
- Refreshing East Renfrewshire's *Reporting to Parents* Guidance.
- Supporting establishments to develop approaches for effective communication with non-resident parents.
- Improving communication with parents of bilingual learners.
- Further developing appropriate, contextually relevant parenting programmes.
- Supporting parents to engage with services that offer a range of supports, including Adult Learning, Family First, Healthier Minds and Learn Well.
- Providing CLPL for practitioners on parental engagement.

AIM	Outcome	Our contribution	Critical Activities
PtG1: every child and young person, regardless of background or circumstance, will fully flourish on their journey to adulthood.	<p><i>We will know we are making good steps along the way WHEN....</i></p> <p>Parents are more involved and engaged in their children's learning.</p>	<p>So we need to ...</p>	<p>By.....</p>
	<p>Critical Indicators</p> <p>% of parents responding positively to parental questionnaires:</p> <ul style="list-style-type: none"> • The school provides me with useful information about how I can help my child learn at home. • I have taken part in Family Learning activities. • How satisfied are you with the communication you get from the school to provide: <ul style="list-style-type: none"> - information on what your child is currently learning about - information on how your child is progressing with their learning - information on ways to help your child continue learning at home - general information about the school 	<p>Family Learning and Learning at Home:</p> <p>We will improve opportunities for families to engage in learning outcomes that have an impact on the whole family.</p>	<ul style="list-style-type: none"> • Working in partnership with parents and relevant partners to facilitate family learning approaches, building on strengths of families and based on their needs. • Further developing our Adult Learning Service, including through a strategic family learning offer. • Developing Parental Employability Support in partnership with Work East Ren and other stakeholders. • Reviewing and producing guidance on home learning. • Consulting with home educating parents and their children to provide local guidance based on national home education guidance (2025). • Providing CLPL for practitioners on family learning and learning at home.

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EAST RENFREWSHIRE COUNCILEXECUTIVE SUMMARY PARENTAL INVOLVEMENT AND ENGAGEMENT (PIE)
STRATEGY 2022-25**Introduction**

This executive summary provides a summarised evaluation of the implementation and impact of the Parental Involvement and Engagement (PIE) Strategy from 2022 to 2025. It informs the development of the 2025–2028 strategy, aligned with the Council’s vision of ‘A Place to Grow’.

Progress and Examples of Good Practice**Communication**

- Parental satisfaction increased from 63% (2022) to 75% (2025), with 91% of parents finding staff approachable.
- Most parents (78%: 67% in 2022) know what their child is learning at school and most (78%: 69% in 2022) agree that the school keeps them well informed about their child’s progress in a way they can understand.
- All schools have clear procedures to ensure parents regularly receive information about their child’s strengths, next steps for learning, progress and achievements.
- Digital platforms such as Google Classroom, SeeSaw, and Microsoft Teams are widely used to share learning and achievements.
- Hybrid parents’ evenings offer flexibility, combining virtual and in-person formats.
- ERC Parentsportal usage is the highest among participating authorities, streamlining communication and reducing administrative burden.
- Kirkhill Primary School includes parent-shared achievements in weekly assemblies, strengthening home-school connections.
- Barrhead High School uses a digital feedback platform to support parental engagement in learning.
- Crookfur Primary School’s Parent Diversity Group supports curriculum work on protected characteristics, enhancing inclusion.
- Braidbar Primary School celebrates religious and cultural diversity through strong parent partnerships

Collaboration

- 64% of parents reported who responded to the PIE Census reported that the school scoffers a selection of Family Learning activities such as events and workshops.
- Professional Learning is supporting families with over 100 practitioners trained in the Solihull Approach, enhancing emotional wellbeing support for families.
- Family Learning Collaborative Enquiry is being used effectively across establishments. Practitioners from seven establishments co-designed and delivered family learning activities. St. Luke’s High School and St. Joseph’s Primary reported improved attendance and engagement through cooking classes and STEM workshops.

- Inclusive Practice has been used to ensure collaboration and engagement with a range of families. McCready Family Centre adapted Book Bug sessions to include Urdu, Spanish, Portuguese, Kurdish, and Gaelic, celebrating linguistic diversity and earning a Rights Respecting Gold Award. Glenwood Family Centre introduced “Come and Play” curriculum evenings and Mini-Master Chef sessions, enhancing family engagement. Mearns Primary School co-designed family learning programmes with parents, focusing on health and wellbeing and increasing volunteering.
- Schools have targeted support to parents and carers in order to work together to support better outcomes for learners. St. John’s Primary School improved attendance through tailored family support including home visits and flexible drop-offs. St. Mark’s Primary School introduced “Family Friday” nurture sessions, with parents actively participating in learning activities. Isobel Mair School use Google Classroom and home STEM packs to engage families in science learning.
- Adult Learning Services supported 291 parents with courses such as Family Maths, ESOL, and Wellbeing for Parents, with 99% reporting improved confidence.

Consultation

- A majority of parents (57%: 51% in 2022) agree that the school takes their views about their child’s learning into account and a majority (52%: 52% in 2022) agree that the school seeks their views and opinions on school policies.
- PIE Census (2025) showed increased parental involvement in decision-making and policy feedback.
- Parent Council Chair Forums and Equalities Forums provided platforms for consultation on policies such as the Social Justice Strategy and UNCRC implementation.
- Cross Arthurlie Primary School involved parents in participatory budgeting decisions for Pupil Equity Funding.
- Carlibar Campus developed a shared vision—“Together we nurture, learn and shine”—through consultation with pupils, parents, and staff.
- St. Mark’s Primary School improved parental confidence in discussing financial challenges through transparent communication and surveys.
- Learn Well Service have consulted parents annually to shape priorities for supporting children with Emotional Based School Avoidance (EBSA).

Next Steps: PIE Strategy 2025–2028

The new strategy will focus on:

1. Parental Involvement – Enhancing opportunities for parents to contribute to school life.
2. Parental Engagement – Deepening parents’ role in their children’s learning.
3. Family Learning & Learning at Home – Expanding learning opportunities that benefit the whole family.

Key actions include:

- Strengthening communication with non-resident and bilingual parents.

- Expanding CLPL for staff on inclusive engagement.
- Increasing volunteering and family learning opportunities.
- Enhancing support for home education and parenting programmes.

Conclusion

The PIE Strategy (2022–2025) has significantly strengthened parental involvement, engagement, and family learning across East Renfrewshire. Through innovative practices, inclusive approaches, and strong partnerships, families feel more connected and empowered. The 2025–2028 strategy builds on these successes to ensure every child can thrive, regardless of background.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 SEPTEMBER 2025Report by Director of EducationDRAFT ACCESSIBILITY STRATEGY 2025-28**PURPOSE OF REPORT**

1. The purpose of this report is to update Elected Members on the approaches taken to improve accessibility for children and young people with additional support needs (ASN) in East Renfrewshire settings and schools, and to seek approval for the Accessibility Strategy 2025–2028.

RECOMMENDATIONS

2. Education Committee is asked to:
 - a) note and comment on the progress made in advancing accessibility for learners with ASN in East Renfrewshire settings and schools;
 - b) approve the Accessibility Strategy 2025–2028; and,
 - c) ask the Director of Education to support all educational establishments to implement this strategy.

BACKGROUND

3. The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (The Act), requires responsible bodies to prepare and implement long term accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities.
4. The strategy takes into consideration a range of legislation which relates to school education and disability including:
 - Standards in Scotland's Schools Act 2000
 - The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
 - The Education (Additional Support for Learning)(Scotland) Act 2004 (amended 2009) (the ASL Act)
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014
 - UNCRC (Incorporation) (Scotland) Act 2024
5. The strategy complements and is consistent with a range of existing Departmental guidance including:
 - Getting It Right For Every Child, East Renfrewshire 2025
 - Standard Circular 12: Inclusion
 - Standard Circular 48: Schools Excursions and Educational Visits

REPORT

6. This strategy sets out the vision that Education plan to achieve, the progress made to date and agreed actions to further improve accessibility. It aims to ensure those responsible for the delivery of education and ELC are aware of their legal duties and provides advice on how we will meet the accessibility planning duties as stated in the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002:
 - Improve the physical environment of schools, to enable better access to education and associated services
 - Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
 - Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents
7. In East Renfrewshire, inclusion is understood within the broader vision of "*A Place to Grow*", our community wide commitment to ensuring that children and young people flourish, communities thrive, and everyone lives well.
8. Everyone Attaining, Everyone Achieving through Excellent Experiences is the Education Department's vision statement. The statement signals the department's ambition for all children, young people and adults who use the education service.
9. Between 2018 – 2025 several actions were taken forward to improve accessibility for children and young people with additional support needs in East Renfrewshire Council schools and ELC settings including:
 - Establishment of a Specialist Provision Network to enable senior staff from specialist provisions to regularly meet to share expertise, collaborate and build skills and knowledge of staff;
 - Wider access to digital technology has been enabled for all, including disabled learners within East Renfrewshire education establishments;
 - Establishment of an Early Years Outreach Team to support inclusion for children in early years settings with social language and communication, sensory needs and dysregulated behaviours;
 - Planned refurbishments of schools and new builds, for example, recently opened joint campus Neilston Learning Campus, have considered access for pupils with disabilities.
 - Moving and Handling training has been provided for staff supporting children and young people with a physical disability;
 - Establishment of an additional primary specialist provision in Carolside Primary School in order to meet the needs of the increasing number of children with complex additional support needs;
 - A Youth Rights Association has been established to support the participation and involvement of children and young people. There are protected spaces within this group for children and young people with a disability;
 - The ASN sub-group of our children's services partnership has developed, in conjunction with Voluntary Action East Ren, a directory of different organisations and clubs that are available to support children and young people with a disability in East Renfrewshire; and,

- A post-school transition fair was delivered to provide information and advice to children, young people and those who support them with a focus on preparation for the post-school world.

CONSULTATION AND PARTNERSHIP WORKING

10. In formulating this Accessibility Strategy, East Renfrewshire Council Education Department has demonstrated its commitment to taking into account the views of the key stakeholders through the ASN Review and associated workstreams. This has included teachers, pupil support assistants, child development officers, Depute and Head Teachers, pupils, parent/carers and our Children's Services Partnership.

FINANCIAL AND EFFICIENCY IMPLICATIONS

11. Any financial implications will be met from the Education Department's budget.

IMPLICATIONS OF THE PROPOSALS

12. An Equality, Fairness and Rights Impact Assessment has been undertaken and has found that the Accessibility Strategy is likely to have a positive impact on children, young people and their families.

CONCLUSION

13. A review of the Accessibility Strategy will be undertaken in June 2028 to evaluate progress over the full three years and to identify new actions for the following three years. Measurement of progress will be informed by feedback and evidence provided by ELC settings and schools, through relevant quality improvement activity and by information provided by children and young people with additional support needs, including disability, and their families. A report on the impact of delivery over the three years will be reported to East Renfrewshire Education Committee in session 2028-29.

RECOMMENDATION

14. Education Committee is asked to:
 - a) note and comment on the progress made in advancing accessibility for learners with ASN in East Renfrewshire settings and schools;
 - b) approve the Accessibility Strategy 2025–2028; and,
 - c) ask the Director of Education to support all educational establishments to implement this strategy.

Mark Ratter
Director of Education
25 September 2025

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Appendices
Appendix 1: Accessibility 2025-28

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**EAST RENFREWSHIRE COUNCIL
EDUCATION DEPARTMENT
ACCESSIBILITY STRATEGY
2025 – 2028**

Contents

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Page 10	Next steps
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Introduction

This strategy provides direction for all involved in delivering education for pupils with disabilities within East Renfrewshire Council. It also sets out for pupils with a disability, members of their family, and people who advocate for them, the actions the Education Authority and schools are taking to improve accessibility to Early Learning and Childcare (ELC), education, and related activities.

The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible showing how the Education Authority and schools plan to meet their duties under the Act.

This guidance provides advice on how East Renfrewshire Council will meet the accessibility planning duties as stated in the Education (Disability Strategies and pupils' Educational Records) (Scotland) Act 2002:

- Improve the physical environment of schools, to enable better access to education and associated services
- Improve access to participating in the curriculum for all children and young people who have a disability or additional support need
- Improve communication with children and young people who have a disability or additional support need in relation to the provision of information in appropriate alternative formats, taking account of any support need preferences expressed by them or their parents

This strategy covers the provision of all ELC and school education provided by the local authority both within and out with schools, including school activities, for disabled children and young people and those with other protected characteristics. This means that it covers education within:

- Settings such as ELC settings, schools, community centres and halls.
- After school clubs and activities provided within Council owned school premises, including those run or managed by external agencies.

Schools will ensure that accessibility is integral to the life and work of the school. This strategy sets out the vision that Education plan to achieve, the progress made to date and agreed actions to further improve accessibility. It aims to ensure those responsible for the delivery of education and ELC are aware of their legal duties and assists establishments by providing links to helpful checklists and guidance for ELC settings and Schools.

The meaning of disability

'A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'

Equality Act 2010

The Equality Act (2010) provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all and to deliver a simple, modern, and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The definition of disability can include what may be termed 'hidden' disabilities such as dyslexia, autism spectrum disorder (ASD) and speech and language impairments. For some children and young people, they may have both a disability and an additional support need.

A child or young person is said to have 'additional support needs' if they need more or different support to what is normally provided in ELC or schools for children of the same age. As the definition of additional support is so broad and covers many reasons, it means that not all children and young people with additional support needs also have a disability. Therefore, a child or young person does not need to have a disability to require additional support for learning.

For a child or young person to be disabled, the impairment requires to be substantial and have an adverse effect; that is, more than minor or trivial. For example, a child may have asthma or diabetes, but the condition may not be severe enough to have a substantial impact on the child's ability to carry out everyday activities. In that case the child would not be disabled. An impairment has a substantial adverse effect on the ability of the person concerned, if but for these measures taken to correct it, the impairment would be likely to have that effect. For example, a person with significant hearing loss may be able to hear reasonably well with hearing aids but without them would have little functional hearing. That person would be disabled. However, a person with poor eyesight which is corrected by spectacles or contact lenses is not deemed to be disabled on account of the eyesight impairment (Equality Act, Schedule 1, paragraph 5).

The meaning of 'long term effects' is also covered in Schedule 1 of the Equality Act. An impairment is considered to have a long-term effect if:

1. It has lasted for at least 12 months, or
2. It is likely to last for at least 12 months, or
3. It is likely to last for the rest of the life of the person affected.

The Act uses the term 'pupils with a disability' but, in line with the Equality and Human Rights commission (EHCR) this strategy uses the terminology disabled pupils or disabled learners.

This strategy should be considered alongside a range of legislation which relates to school education and disability including:

- Standards in Scotland's Schools Act 2000
- The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- The Education (Additional Support for Learning)(Scotland) Act 2004 (amended 2009) (the ASL Act)
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014
- UNCRC (Incorporation) (Scotland) Act 2024

The strategy complements and is consistent with a range of existing Departmental guidance including:

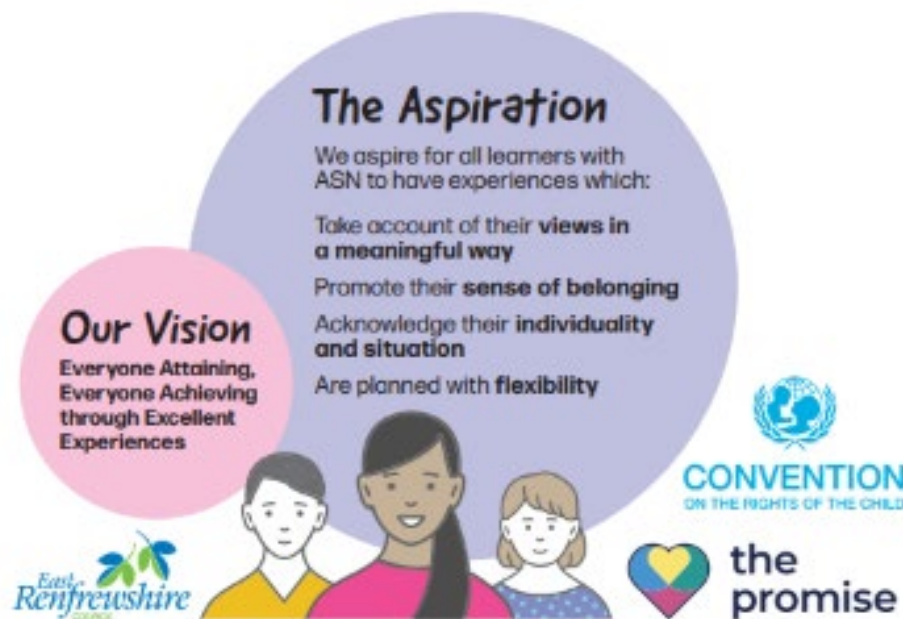
- Getting It Right For Every Child, East Renfrewshire 2025
- Standard Circular 12: Inclusion
- Standard Circular 48: Schools Excursions and Educational Visits

Our Vision

In East Renfrewshire, inclusion is understood within the broader vision of “*A Place to Grow*” our community wide commitment to ensuring that children and young people flourish, communities thrive, and everyone lives well.

Everyone Attaining, Everyone Achieving through Excellent Experiences is the Education Department’s vision statement. The statement signals the department’s ambition for all children, young people and adults who use the education service

The vision and aspiration for learners with ASN in East Renfrewshire is:



What has already been achieved?

Between 2018 – 2025 several actions were taken forward to improve accessibility for children and young people with additional support needs in East Renfrewshire Council schools and ELC settings. In 2021/22, East Renfrewshire Council undertook a strategic review of our approach to meeting the needs of learners with additional support needs. As a result of this work, significant

progress has been made in improving experiences and outcomes. Achievements in relation to the three duties related to improving accessibility are outlined below.

DUTY 1: All pupils with disabilities are able to access a full curriculum which meets their education and life needs

- A network of ASN co-ordinators across all settings meet regularly to share good practice, build the skills and knowledge of staff, and improve the quality and consistency of approach across establishments.
- We have established a Specialist Provision Network to enable senior staff from specialist provisions to regularly meet to share expertise, collaborate and build skills and knowledge of staff. As a result of this, all staff from the 4 specialist provisions came together for the first time to share learning during an inset day in session 2024-25.
- Wider access to digital technology has been enabled for all, including disabled learners within East Renfrewshire education establishments.
- The PT Equity (Digital) has worked closely with Quality Improvement Manager Inclusion and CALL (Communication, Access, Literacy and Learning) Scotland to enhance our approaches to how we analyse and assess the needs of learners and identify appropriate hardware and software; maximising the learners' ability to communicate and / or access the curriculum.
- Guidance on access to additional assistive technology and CALL Scotland assessment advice and support has been issued to all educational settings.
- A local authority dyslexia identification guidance has been provided to all schools. This is as an assessment, identification and support toolkit that aligns closely to the Dyslexia Scotland's Addressing Dyslexia and the Dyslexia toolkit.
- The Circle Framework is being implemented across all primary schools to support accessibility and participation for all. An inclusive environment enables all learners at a universal level to be as independent as possible. It will be rolled out across Early Learning and Childcare settings and secondary schools in session 2025-26.
- Disabled pupils are supported in external Scottish Qualification Authority examinations and in internal assessments. Certain pupils require among other things, additional time, adapted texts, digital papers, use of IT, a scribe or reader and any other reasonable adjustment as agreed by the SQA.
- Multi-agency training on a range of themes related to ASN including autism spectrum condition to support practice has increased staff understanding and confidence. This has enabled staff to adapt the learning environment to increase access for all children.
- Establishment of an Early Years Outreach Team to support inclusion for children in early years settings with social language and communication, sensory needs and dysregulated behaviours.

DUTY 2: All pupils with disability are able to access education in a setting which supports their learning by meeting their physical needs

- Planned refurbishments of schools and new builds, for example, newly opened joint campus Neilston Learning Campus, have considered access for pupils with disabilities. A range of supporting services are fully consulted and involved in the planning.
- Adaptations to school buildings are taken forward to support individual physical disability needs where required. This may be supported by information from NHS Occupational Therapy service, facilities management and quality improvement team. Where appropriate this is completed in line with a child's transitions process prior to their entry to Primary or Secondary school.
- We have updated our Home to School Transport policy, with support for children and young people with a disability or additional support needs having been central to this update. This has also included a focus on the need to support independent travel where appropriate.
- Moving and Handling training has been provided for staff supporting children and young people with a physical disability. We are currently working with colleagues in HSCP to increase access to moving and handling support.
- Establishment of an additional primary specialist provision in Carolside Primary School in order to meet the needs of the increasing number of children with complex additional support needs.
- Creation of an enhanced nurture provision to provide intensive support for primary aged children who are unable to cope with a mainstream provision due to attachment and trauma.
- Relocation of Williamwood Communication and Support Service, within a different part of the school building in order to increase capacity.
- Significant capital investment in increasing the number of available places at Isobel Mair School, providing additional classroom areas.
- The Learn Well Service was established in September 2022, with the prime focus of engaging children and young people requiring specific support to attend school. In this academic session 60 young people were offered support from the Learn Well service. Responses to evaluations indicate 100% of parents / carers felt that their young person had benefitted from engaging with Learn Well over this session, and 100% of young people agreed that they have enjoyed working with Learn Well this year. Furthermore, 92% of parents / carers felt that there had been a benefit to the whole family. Overall, 100% of parents and carers agreed that the service provided by Learn Well has been effective. A significant capital investment was made by the Education Department to regenerate the former Braidbar janitor's house to home the Learn Well Service, providing a safe space for children and young people to support them on their journey to returning to mainstream settings.
- We have established an Early Years Outreach Service which supports the development of core social communication skills within the context of a child or young person's early learning and childcare setting. Almost 100 children have been supported since it was

established in session 23/24 and benefits have included increased confidence and skills of mainstream staff, improved outcomes for children and their families and a reduction in the number of children requiring specialist placements in P1.

- Healthier Minds is our multi-agency approach to supporting the mental health and wellbeing of our children and young people. In 2024-25 92 children, young people and families were supported by the Healthier Minds Team. 165 referred to our commissioned RAMH (Recovery Across Mental Health) Youth Counselling Service, 34 referred to Children First Family Wellbeing Service and 22 referred to Family First Service, who joined the screening hub in August 2024 with the expansion of the age range (8-18 years). 97% of the children and young people who received support from the Healthier Minds team reported improved outcomes.
- A contract with Equipu is in place to ensure full access to specialist equipment and resources for all children and young people.
- When planning a school excursion / extra-curricular activity, all establishments undertake careful planning, making reasonable adjustments as appropriate, to ensure activities are accessible to all. Standard Circular 48 (School Excursions) provides detail on how schools can ensure disabled learners' needs are fully considered and accommodation is accessible. Our Health and Safety Officers carry out these checks prior to any residential centre being approved. Appendix 6 of SC 48 (Consideration for Young People with Additional Support Needs) provides further information to support school staff when planning excursions.
- Individual Personalised Evacuation Plans are in place for children and young people who require additional support during an emergency.
- The sensory support service monitor closely and provide additional aids for children with visual or hearing difficulties. Digital technology and sensory experiences are used to enhance their access to the curriculum. Awareness raising on the effects of visual and hearing impairment is a key focus for staff development. Our teachers of the deaf have experience and relevant qualifications to work with children with all levels of hearing loss, and also auditory processing. The team also have relevant qualifications to enable them to teach children with a visual impairment, including Cerebral Visual Impairment. A wide range of skills are taught to children including Braille.

DUTY 3: All pupils with disability and their families have access to the same level of information as their peers in a format which suits their needs.

- All settings and schools provide an accessible version of their School Improvement Plan and Standards and Quality Report.
- The Communications Team have updated guidance to support settings and schools to have a range of tools that support parents and carers to have access to information in an accessible form which is readily available.
- An authority wide working group, UNCRC Implementation Group, have developed a range of supports to families including those with children with a disability. This includes child friendly complaints processes, accessible communication and youth voice.

- A Youth Rights Association has been established to support the participation and involvement of children and young people. There are protected spaces within this group for children and young people with a disability.
- The ASN sub-group of our children's services partnership has developed, in conjunction with Voluntary Action East Ren, a directory of different organisations and clubs that are available to support children and young people with a disability in East Renfrewshire.
- Guidance and training have been provided to support staff to ensure the views of children and young people are considered. We have worked with My Rights My Say to develop training to ensure meaningful and effective collaboration with children and young people with additional support needs.
- A post-school transition fair was delivered to provide information and advice to children, young people and those who support them with a focus on preparation for the post-school world.
- The use of digital and non-digital recordings of children's learning and participation is available to families. This is of particular benefit for children who have difficulty communicating information about their learning and enables parents to have a greater understanding of their child's development and progress. There has been increased parental use of digital profiling tools across our settings and schools.
- Translation and interpretation services for children or parents with a disability are available as required.
- Many staff have undergone Makaton training and have become Makaton Champions within their schools.
- Our Sensory Support Service provide advice and support to schools and families on alternative formats to share information with disabled learners with sensory impairments.
- A refreshed English as and Additional Language (EAL) assessment framework has been developed to support establishments to assess children's levels of English language acquisition in a more holistic way. This is helping practitioners to identify when other support needs that may be disabilities are creating barriers to learning and achievement.
- Resources have also been developed to support establishments to engage and involve families whose first language is not English in meaningful ways that impact positively on how learning experiences are planned.
- The department's Social Justice Framework and Strategy 2023-26 underscores the need for an intersectional approach to equality, fairness and rights issues, including the need for meaningful engagement and involvement of people with lived experience of barriers to participation, to ensure our services meet their needs. High quality professional learning opportunities for education practitioners and leaders are provided throughout the year on a range of equality and diversity themes linked to the strategy.

Next Steps

Several actions are set out in the Driver Diagram below. To support implementation of the Action Plan Headteachers and Heads of Centres should:

- Ensure that all staff are aware of their general duties under The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 as follows:
 - Increase the extent to which pupils with disability can participate in the curriculum.
 - Improve the physical environment of schools to increase the extent to which pupils with disability can take advantage of education and associated services.
 - Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents.
 - Support staff to recognise and take account of the needs of children and young people with a disability.
 - Identify the actions in the Driver Diagram relevant to their school or setting, include these in the improvement plan for their school or setting and implement accordingly.

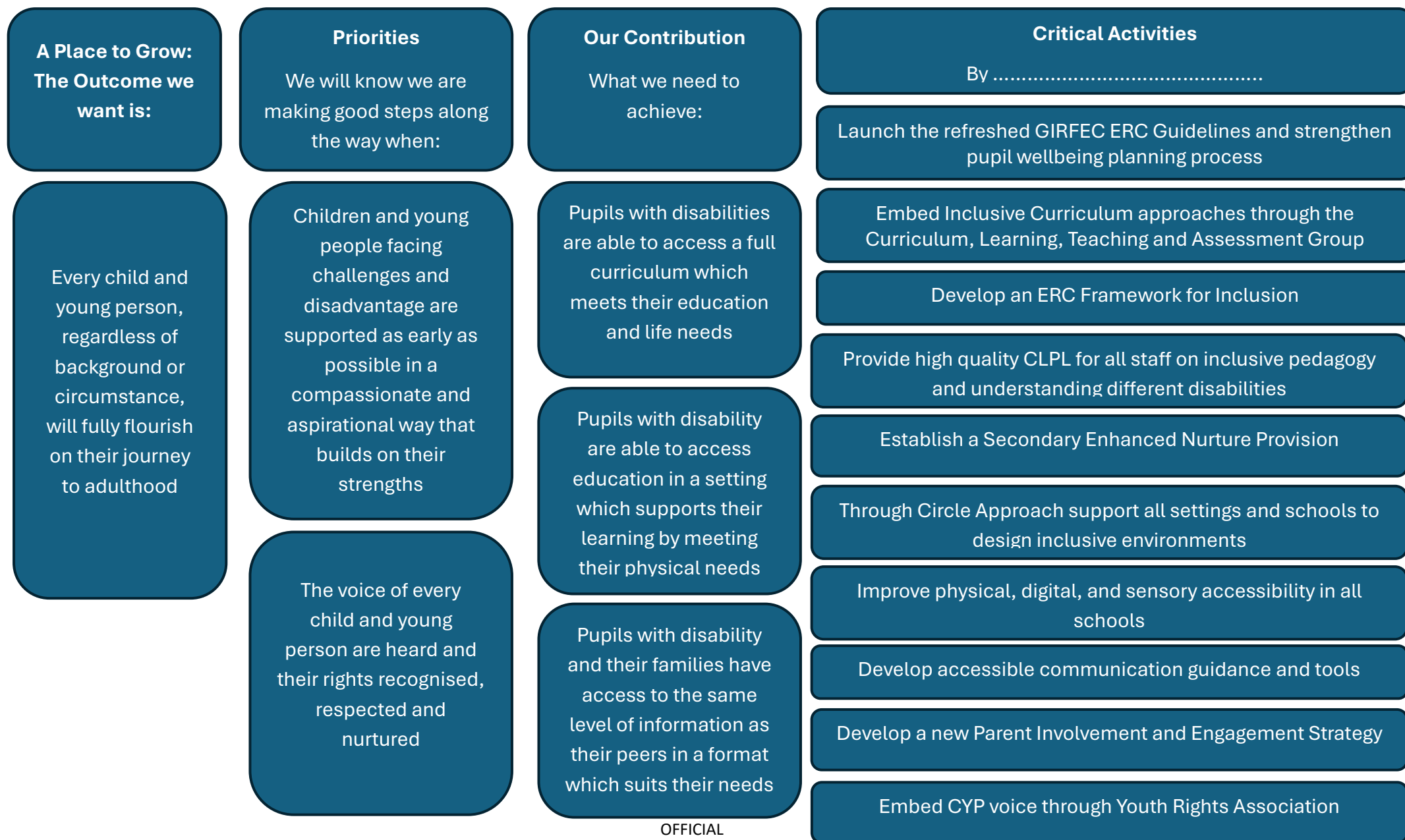
Developing this Strategy

Development of the East Renfrewshire Education Department Accessibility Strategy has been led by Education Officers with responsibility for Equality and Equity in consultation with:

- Parents and Carers
- Children and Young People
- Headteachers and School Staff
- Central Education Officers
- ERC Children's Services Partnership

A review of the Accessibility Strategy will be undertaken in June 2028 to evaluate progress over the full three years and to identify new actions for the following three years. Measurement of progress will be informed by feedback and evidence provided by ELC settings and schools, through relevant quality improvement activity and by information provided by children and young people with additional support needs, including disability, and their families. A report on the impact of delivery over the three years will be reported to East Renfrewshire Education Committee in session 2028-29

East Renfrewshire Education Department Accessibility Strategy Driver Diagram 2025 – 2028



EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 September 2025Report by Director of EducationWEST PARTNERSHIP COLLABORATIVE FRAMEWORK 2025-26**PURPOSE OF REPORT**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Collaborative Framework 2025-26

RECOMMENDATION

2. Education Committee is asked to note and comment the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitating collaborative working and providing educational support to practitioners.
4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
5. Education Committee approved the content of the West Partnership Improvement Plan in September 2024 and noted the progress and impact that had been made between 2017 and 2025 in June 2025.
6. Following the Cabinet Secretary announcement to cease funding for regional improvement collaboratives in March 2025, a new collaborative framework has been agreed across the West Partnership.

REPORT

7. Previously, Regional Improvement Collaboratives were required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead.
8. The report by Professors Chapman and Donaldson summarised the evidence generated over 7 years that had enabled the West Partnership to collaborate effectively, they highlighted the following key factors:
 - strategic leadership;
 - networked learning and collaboration;

- building data-informed systems, tools, and resources;
 - evidence-based models of good practice;
 - planning and organisation;
 - practitioner-led programmes;
 - scaling through peer recommendation; and,
 - focusing on 'hot issues'.
9. Their report also notes the importance of 'clarity of overall purpose allied to genuine delegated decision making and effective evaluation should be part of the approach to governance and leadership in any ongoing regional collaboration'. As such, the need for a clear framework and plan remains critical to ensure that ongoing collaboration is effective and makes a difference for practitioners, ELC settings and schools.
 10. The West Partnership Collaborative Framework 2025-26 (Appendix 1) sets out the key areas for collaborative action to bring about further improvement across the Glasgow City Region.
 11. Education Committee should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the partnership's offer to schools, based on what stakeholders have indicated they would benefit from.
 12. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.
 13. The four main workstreams will be: Early Level; Leadership of Learning; Inclusion and Emerging Priorities.
 14. The approach towards groups and networks that was introduced in 2022-23 will continue. These networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and quality improvement. East Renfrewshire is benefitting from the collaboration and support from the networks.
 15. The 2025-26 Collaborative Framework was considered at the last West Partnership Overview Group meeting on 22 August 2025. This group, which comprises of Directors, Head teacher representatives and Professors Chapman and Donaldson, reviewed the framework and noted that it would be considered by each Council area through its own local governance arrangements.

FINANCE AND EFFICIENCY IMPLICATIONS

16. The Scottish Government made £3 million of funding available nationally to support the work of RICs for financial year 2024-25. In 2025-26 no funding has been made available nationally.
17. Any financial implications will be met from the Education Department's budget.

PARTNERSHIP WORKING

18. Over the past session, self-evaluation and stakeholder engagement resulted in the creation of the new high-level framework.
19. The Overview Group has engaged with Education Scotland and The Centre for Teaching Excellence to ensure that the West Partnership is aligned and complements what is available nationally.

CONCLUSION

20. There is strong evidence that the focus in the West Partnership on excellence and equity, underpinned by an approach which enables staff to take collective action and deliver improvement is clearly adding value. The new Collaborative Framework means that the West Partnership will be well placed to continue to meet the needs of its stakeholders and support improvement in the future.

RECOMMENDATION

21. Education Committee is asked to note and comment the report.

Mark Ratter
Director of Education
25 September 2025

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Appendices
Appendix 1: West Partnership Collaborative Framework 2025-26

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DRAFT August 2025

The West Partnership Collaborative Framework 2025-26

Contents:

1. Introduction
2. Our context
3. Our operating principles
4. Governance and leadership
5. The Collaborative Framework
 - a. Our Priorities
 - b. Our groups and networks
 - c. Our programmes
6. How will we achieve our priorities?
7. What will change as a result of the work?
8. How we know we are making a difference?
9. Get in touch

Appendix 1 – Critical Indicators

Appendix 2 – Action plans for each priority

1. Introduction

As the West Partnership¹ enters its eighth year, the commitment to continue working together to improve outcomes for all the children, young people and their families across the eight local authorities is stronger than ever.

The Partnership's **Collaborative Framework** for 2025-26 sets out our shared priorities for the coming year. Driven by our vision *to embed the values of **equity, excellence and empowerment** in everything we do, building a collaborative, **networked learning system** to improve learning **experiences and outcomes** for every learner across the region*, these build on our existing strong foundation of collaborative improvement activity.

The Framework is built around continued collective action with a strong focus on what we can do together to:

- close the poverty-related attainment gap; and,
- improve attainment and achievement for all the children and young people across the eight WP local authorities.

This year there are four workstreams in the Framework, each has a small number of priorities.

- i. Early Level
- ii. Leadership of Learning
- iii. Inclusion
- iv. Emerging Priorities

For the eight local authorities in the WP, geographical proximity offers opportunities to maximise collective expertise and address identified aspects of national and shared local priorities together. The Collaborative Framework is our vehicle to do that.

2. The West Partnership context

- 8 local authorities across the west of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 35% of Scotland's school population attend a West Partnership school.
- Over 1000 nurseries, primary, secondary, and special schools.
- More than 246,000 children and young people.
- Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.
- Data from the Children In Low Income Families (CILIF) dataset suggests that 40% of Scotland's children living in low-income families reside in West Partnership local authorities.

¹ The West Partnership is a collaborative group of eight local authorities – East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, West Dunbartonshire

3. Our operating principles

i. Collaboration to build a Networked Learning System

Miranda and Chapman (2021) describe the Networked Learning System as providing:

‘...a values driven, systemic perspective to improvement at all levels of the system.’

The Partnership’s approach has always been underpinned by the aim of building a Networked Learning System across the region, empowering all its educators to drive improvement. All the work is designed to enable connection, recognising that a range of models and levels of collaboration are required at different times, over different timescales and for different contexts.

Our shared definition of collaboration remains:

We will work together to understand and improve pedagogy for agreed purposes, which will lead to better outcomes, informed by evidence and critical self-reflection.

For the purposes of planning and evaluation we describe collaboration using a non-hierarchical, three-part framework that was built from evaluation evidence gathered in previous years. The three aspects of collaboration are:

- Association and networking;
- Knowledge exchange; and,
- Collaborative working

ii. Activity is driven by practitioners

The number of teachers, practitioners and officers who actively participate in the work of the Partnership has increased year on year. People get involved through professional learning, being part of a network or developing and sharing materials that will be useful to everyone. Collaboration around a shared agenda is the common thread. This means that work is driven and led by those that will use and benefit from it, including teachers, early years practitioners and school leadership teams. This can be seen in examples from the Collaborative Framework such as:

- the teachers in *Leadership of Learning Groups*, focussing on different aspects of pedagogy, building and quality assuring materials for everyone to use; and,
- school leaders and officers exploring what’s possible with project-based learning and wider achievement in the *Senior Phase Profiling Group*.

The Partnership includes everyone in schools, establishments and central teams and everyone can both contribute to and benefit from our collective efforts.

Our ambition is to create the conditions for authentic empowerment, with the ownership of change and improvement, sitting with those who deliver it for our children and young people.

iii. Evidence informed action and practice

Our focus is always firmly on identifying what we can do as a Partnership that will add value across the eight local authorities. We do this through robust self-evaluation and the use of evidence. In the coming year evaluation evidence will be collected across the four workstreams by all those involved in them. We will continue to use our three strategic drivers of improvement as a filter for the evidence we gather. They are:

- fostering collaboration across the system;
- increasing knowledge, understanding and confidence to deliver improvement; and,
- changing practice to impact positively on children, young people and their families.

4. Governance and Leadership

The Partnership has a revised set of governance and leadership arrangements for 2025-26. This is how we will monitor the implementation and impact of the Collaborative Framework.

The structure sees the introduction of a new Headteacher Reference Group to increase the reach and range of voices that contribute to and guide our work.

The Overview Group

Membership: Director / Chief Education Officer for each WP local authority
Graham Donaldson and Chris Chapman, University of Glasgow
Two members of the Headteacher Reference Group

Purpose: to provide direction, intelligence and advice that shapes the Collaborative Framework, and scrutiny for the programmes, networks and groups.

Headteacher Reference Group

Membership: Headteachers / centre leaders from early years, primary, secondary and ASN and all eight local authorities.

Purpose: to act as a consultative forum for the West Partnership by representing the views of headteachers and support the development and monitoring of the Collaborative Framework

Strategic Group for each workstream

Membership: Director / Chief Education Officer sponsor(s)
Senior officer from each local authority

Purpose: use and shape the priorities to shape and guide the activity in each of the workstreams. This includes shaping plans, hearing from groups and networks and interrogating impact evidence to inform next steps.

Operational groups and networks

Membership: Group members are identified based on the focus of the group. Some groups operate all the time and some work together for shorter periods around a specific priority.

Purpose: to plan, undertake and evaluate activity related to the priorities. This includes selected established West Partnership programmes.

Collaboration Officer

The Collaboration Officer is a key connector across all the groups and networks, providing a linking and overview function for the Collaborative Framework and its priorities.

5a. The Collaborative Framework – our priorities

As mentioned previously, the Partnership's priorities for 2025-26 were created using a range of self-evaluation evidence from stakeholders, programme evaluations, groups and networks. The priorities for each workstream are set out in the table below. The strategic group for each workstream oversees progress with these.

Workstream	Early Level	Leadership of Learning	Inclusion	Emerging Priorities
Priorities	1. To support establishments with self-evaluation for self-improvement 2. To promote high quality pedagogy and assessment in the early years to improve experiences and outcomes for all	3. To promote high quality approaches to learning, teaching and assessment 4. To continue to strengthen and develop the networked learning system 5. To build collective capacity and expertise in curriculum design , aligned to the national CIC work	6. To promote high quality approaches to inclusion and support for learners and families in specialist and mainstream provision. Focus areas for the coming year will be: a) Included, Engaged, Involved Part 3 b) Tribunals c) Respect Me refresh d) Summer provision arrangements for children and young people with ASN	7. To provide an overview of resources, support and effective practice in addressing misogyny and knife crime 8. To strengthen quality improvement approaches in order to increase the quality of support provided to schools and early years establishments 9. To provide guidance on effective approaches to managing child-friendly complaints procedures

5b. The Collaborative Framework – our groups and networks

Over recent years the number of groups and networks collaborating around shared aims across the Partnership has expanded. Some of these groups have existed for a number of years, pre-dating the WP, some for a few years and some that are much more recent. The Collaborative Framework is built flexibly, assuming that some groups will work together over a long period and others may do so for only a few months to meet a specific shared need. It is also possible that the list of groups may change over the course of the year to meet emerging needs.

Groups and networks are an essential component of the work that we do together in building a Networked Learning System. These groups provide a mechanism to:

- drive improvement
- maximise collective expertise and experience;
- efficiently address shared challenges;
- build professional networks across schools, establishments and local authorities; and,
- build collaboration around a flexible structure matched to need.

The groups and networks included in the Collaborative Framework are set out in the table below.

Workstream	Early Level	Leadership of Learning	Inclusion	Emerging Priorities
Groups and networks	Strategic Group	Strategic Group	Strategic Group	
	Operational Group(s)	Maths and numeracy	Operational Group	Misogyny and knife crime – overview of resources and support
		Literacy	ASN headteachers	Inter-authority approaches to quality improvement
		Assessment and moderation	Community Learning and Development	Child-friendly complaints
		English as an Additional Language	Home Learning	
		Gaelic		
		Senior Phase Profiling		
		Improving Our... Leads		
		Improving Our... Departments Faculties		
		Improving Our... Schools		
		Delivering Mentorship		
		Leadership of Learning- 3 groups		

5c. The Collaborative Framework – our programmes

In 2025-26 the Partnership is running six professional learning programmes. All of them have a strong track record of success over several years. The programmes are overseen by the Leadership of Learning Workstream.

The Improving Our Programmes meet different needs for practitioners, establishments and education authorities. They are developed and driven by teachers and leaders across the Partnership's local authorities. All of them have the same focus on:

- the effective use of **evidence** and **enquiry** to drive change;
- high quality **self-evaluation** undertaken collectively and individually;
- improving **learning and teaching and assessment**;
- a relentless focus on **equity and excellence** for all children and young people; and,
- developing **networks** and working **collaboratively across boundaries**.

Programme	Designed for	Duration
Improving Our Classrooms	Individual teachers in primary, secondary and ASN sectors	1 year
Improving Our Schools	Whole primary schools	14 months
Improving Our Departments and Faculties	Departments / faculties in secondary schools – all subjects	14 months
Improving Our Pedagogy	Teachers and practitioners in any sector	5 weeks (1 hr per week online)
Delivering Mentorship	Individual teachers in primary, secondary and ASN sectors	1 year
Thinking About Headship	Experienced depute heads in all sectors and, in some cases, experienced primary principal teachers	10 months

More information on all programmes above, and how to take part in them, can be found on the [West Partnership website](#).

6. How will we achieve our priorities?

We will:

Priority 1: To support establishments **with self-evaluation for self-improvement**

- Strengthen the quality and consistency of self-evaluation across early learning and childcare settings by developing and sharing clear guidance aligned with the Quality Improvement Framework.

Priority 2: To promote high quality **pedagogy and assessment** in the early years to improve experiences and outcomes for all

- Build staff capacity in assessment and moderation at Early Level by providing targeted support and professional learning
- Promote effective approaches to play in P1 by providing quality assurance guidance for leaders and information for families.

Priority 3: To promote high quality approaches to **learning, teaching and assessment**

- Deliver high quality programmes focussed on pedagogy, using data effectively and deepening participants' understanding of improvement processes.
- Provide high quality professional learning opportunities in assessment and moderation practices for teachers across the Broad General Education.

Priority 4: To continue to strengthen and develop the **networked learning system**

- Continue to build networks and groups that add value across the Partnership by providing guidance, resources and professional learning.
- Continue to build networks that expand the professional networks of participants beyond the work of the group / programme.

Priority 5: To build collective capacity and expertise in **curriculum design**, aligned to the national CIC work

- Work with Education Scotland and bring groups together to plan and action identified areas where we can work together to build shared understanding and confidence in reshaping the curriculum.
- Identify and share effective practice in curriculum design across the Partnership.

Priority 6: To promote high quality approaches to **inclusion and support** for learners and families in specialist and mainstream provision.

- Share existing and develop new approaches and guidance as required, relating to the four areas of focus below.
 - a) Included, Engaged, Involved Part 3
 - b) Tribunals
 - c) Respect Me refresh
 - d) Summer provision arrangements for children and young people with ASN

Priority 7: To provide an overview of resources, support and effective practice in addressing **misogyny and knife crime**

- Bring together a cross-authority group, including relevant partners, to review existing practice and resources around knife crime and misogyny
- Share collective expertise and collate an overview of effective practices and approaches to share with all establishments.

Priority 8: To **strengthen quality improvement** approaches in order to increase the quality of support provided to schools and early years establishments

- Working with HMI, bring together cross-authority groups of senior leaders to work together and build skills and confidence in effective evaluation practice.
- Undertake an associated programme of planned school and centre visits to apply *How good is our school?* (4th edition) in evaluating learning and teaching in a real context.

Priority 9: To provide guidance on effective approaches to managing **child-friendly complaints** procedures

- Bring together a cross-authority group, including relevant partners, to share existing practice and develop approaches to child-friendly complaints.
- Create guidance / resources that can be shared and adapted for use in each local authority.

7. What will change as a result of the work?

The work we do together will make a difference by:

- improving wellbeing, achievement and inclusion **for our children and young people**;
- improving the confidence, knowledge and practice **of teachers and practitioners**;
- providing **opportunities for collaboration** within and between sectors, schools, centres and local authorities; and,
- building **system leadership capacity** and **sustainable approaches to improvement** across the Partnership.

8. How will we know we are making a difference?

We will gather evaluation evidence from different sources to establish the impact of our work, using the three strategic drivers as a framework for this. The drivers are:

- fostering collaboration across the system;
- increasing knowledge, understanding and confidence to deliver improvement; and,
- changing practice to impact positively on children, young people and their families.

Key sources of evidence that we will gather are:

- evaluations from programmes and professional learning sessions;
- progress reports from groups and networks;
- feedback on guidance and resources shared;
- stakeholder perspectives on the work of the Partnership; and,
- case studies and practice change spotlights.
- Critical Indicators (see appendix 1)

We will use these to review the impact of our work and identify what we need to do next, sharing this as widely as possible.

9. Get in touch

You can find out more about what we are doing on the West Partnership website.

www.WestPartnership.co.uk

If you have questions or would like to get involved in any of the work we are doing, please get in touch with the Collaboration Officer.

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Appendices

Appendix 1 Critical Indicators

The Critical indicators are linked to the West Partnership values – excellence, equity and empowerment. They give us an overview of how the Partnership is performing as a system, areas where we are making progress and those we need to focus on.

Indicators	Excellence, Equity or Empowerment	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	2022/23 Value	2023/24 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	73.0	**	69.7	72.4	74.4	74.5
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1	80.9
% of leavers achieving 1 or more awards at SCQF Level 6 or better		69.3	70.4	72.8	69.4	68.1	69.1
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6	41.8
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3	82.5
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5	73.2
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7	92.1
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4	87.7
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8	96.1
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	22.4	**	26.1	22.6	22.5	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.5	**	21.7	18.3	18.2	18.6
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		39.6	36.9	34.8	33.4	32.6	33.2
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in literacy and numeracy		34.7	35.7	34.4	34.0	33.5	34.5
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5	4.2

% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8% ²		29.9%	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		8.3%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	3185	3137	4467	10443	
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	85.1	85.3	85.8	
% of establishments evaluated as good or better for leadership of change		73	*	*	91	81	79 ³
% of establishments evaluated as good or better for learning, teaching and assessment		71	*	*	88	85	76 ⁴

Appendix 2 Action plans for each priority

² In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

³ Based on 32 inspections taking place between June 24 to July 25

⁴ Based on 62 inspections taking place between June-24 to July-25

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