

# Local Improvement Plan 2022-2025

East Renfrewshire Council Education Department



Everyone Attaining, Everyone Achieving through Excellent Experiences



## A message from Councillor Alan Lafferty

As the convener for education and equalities, I am very pleased to introduce the Education Department's Local Improvement Plan for 2022 – 2025. The continued commitment by East Renfrewshire Council to deliver the highest quality services for its residents is evident for all and throughout my tenure as convener, I will continue to do my utmost to ensure this continues to be the case for Education Services.

The department's vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences* captures our aspirations and expectations for all learners and customers. It outlines our ongoing commitment to supporting everyone including staff, to realise their potential whether they work in or go to one of our schools, ELC settings or services and to achieving the National Improvement Framework priorities.

This Local Improvement Plan outlines the key outcomes we will be working to achieve in the next three years and the activities we will continue to undertake as we respond to the specific challenges brought about by Covid-19. This outcome focused approach will help us ensure that the services we provide have a meaningful impact on the children, young people and adults who use our ELC settings, schools and services. It will also ensure we deliver the outcomes in East Renfrewshire's Community Plan in partnership with all our users and those with an interest and stake in education.

I commend the improvement plan to you and invite parents, carers and all our other partners to work with the staff in our schools and services in securing the outcomes and impacts identified in the plan.

Councillor Alan Lafferty, Convener for Education and Equalities



## Introduction to Local Improvement Plan for 2022–2025

On an annual basis the Education Department's Quality Improvement Team and service managers carry out an extensive audit to identify strengths in our current provision and areas where further improvement is required. The department's progress with the impact and outcomes listed in the Local Improvement Plan 2020 – 2023 is detailed in the Department's Standards and Quality Report 2020 – 2021 which is available on the Council's website or from libraries, Council offices and schools. This revised Local Improvement Plan reflects the areas for improvement identified through this annual process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions 2022-23, 2023-24 and 2024-25.

The outcomes and impact, together with the high level areas for improvement, have been updated and are organised under the department's vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences*. They clearly link to the National Improvement Framework and Improvement Plan 2022, the department's contributions to the Council's Outcome Delivery Plan 2021 – 2024 and the department's Advancing Excellence and Equity in Education in East Renfrewshire. Cognisance has been taken of teacher workload with a further reduction in the number of activities planned over the three year period. The Local Improvement Plan 2022 - 2025 provides schools and services with a framework for improvement.

The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools, ELC settings and use our services. The plan also sets out how we will continue to respond to the impacts on learners associated with Covid-19 and inequalities of outcomes that exist for different equity groups. Collaboration within schools, across schools and with colleagues from the West Partnership will be vital in delivering the priorities set out in this plan. Threaded throughout the plan is a clear commitment towards support, recovery and renewal as we continue to build back better and fairer.

I am confident that this Local Improvement Plan reaffirms our commitment to continuous improvement to ensure we maintain our provision of the highest quality learning and services and continue to achieve outstanding performances.

Mark Ratter, Director of Education

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## Using this Local Improvement Plan

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Department's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work. This is illustrated in the diagram on page 4, included in which is the Council's Corporate Vision Statement, the Strategic Outcomes that relate directly to the services the Education Department provides and the connection between national and local plans. Links between the National Improvement Framework priorities and drivers have been incorporated into the plan. The West Partnership Improvement Plan 2021-22 sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. In 2022-23 we know that the focus for all establishments will continue to be on recovery and renewal. The purpose of this Local Improvement Plan is to help and guide individual settings, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

### There are a number of steps which each setting, school, cluster of schools or service should take in planning for improvement:

- Engage in an ongoing process of self-evaluation for improvement using the relevant Quality Framework e.g. How good is our school? or How good is our early learning and childcare? Account should be taken of recent evaluations resulting from an inspection by Education Scotland, Care Inspectorate or a review by the Education Department's Quality Improvement Team
- Schools and services should prepare a Standards and Quality Report, which reflects the Education Department's guidance on reporting and summarises the results of the self-evaluation and progress with implementation of the School Improvement Plan
- Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example the National Improvement Framework and Improvement Plan for Scottish Education and Advancing Excellence and Equity in Education in East Renfrewshire
- Collaborate with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes
- Manage teacher workload by focusing on a small number of key priorities which can be implemented and take account of working time agreements
- Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified
- The impact made in bringing about the desired improvements should inform the self-evaluation process and be reported in the annual Standards and Quality Report
- Involve the authority's Quality Improvement Team at each stage in planning for improvement.

### The authority has an important role to play in planning for improvement:

- Working with individual settings, schools and services in their evaluation of performance and provision
- Assisting the school or service to identify the areas for improvement in the next cycle
- Ensuring that the school's or service's improvement plan reflects local and national priorities
- Supporting the improvement agenda through appropriate continuing professional learning activities including learning partnerships
- Monitoring progress through Transition Reviews, Collaborative Improvement Visits and other aspect and thematic reviews.

## East Renfrewshire Community Planning Partnership – Community Plan

**The Community Planning Partnership’s vision for East Renfrewshire is:**  
An attractive and thriving place to grow up, work, visit, raise a family and enjoy later life.

**Key Strategic Outcomes** (as related to the services delivered by the Education Department)

- All children in East Renfrewshire experience a stable and secure childhood and succeed
- East Renfrewshire residents are healthy and active and have the skills for learning, life and work.

### Fairer East Ren Plan

**Focus on closing the gap:**

- Child poverty is reduced
- Improved employability
- Moving around (transport)
- Improving positive mental health and wellbeing
- Reducing social isolation and loneliness and increasing safety.

### Locality Plans

**Community led approach, developed for:**

- Arthurlie, Dunterlie & Dovecothall
- Auchenback.

**Locality Plans in development:**

- Neilston
- Thornliebank.

### Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets  
An indication of how we will measure our contributions to the delivery of the Community Plan, Fairer East Ren and Locality Plans.

### East Renfrewshire Local Improvement Plan

**Outcomes and Impact:** Everyone Attaining, Everyone Achieving through Excellent Experiences Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

## National Improvement Framework and Improvement Plan 2021

### Vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

### Five Priorities

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

### Six Drivers of Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information.

### West Partnership Regional Improvement Plan

**Vision: Equity, Excellence and Empowerment**

**Workstreams:** Leadership, Empowerment and Improvement, Wellbeing for Learning and Curriculum, Learning, Teaching and Assessment.



Our vision is one of **Everyone Attaining, Everyone Achieving through Excellent Experiences**. We believe that this vision can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our early years settings, schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle will be:



# Everyone Attaining

## National Priorities

Improvement in attainment, particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children

| NIF Drivers  | Expected Outcome / Impact<br>(what we will measure and report on)   | Activities<br>(what we will do to bring about improvement)   |
|--|---|--|
| <p>Curriculum and Assessment</p> <p>Teacher and Practitioner Professionalism</p> <p>School and ELC Improvement</p> <p>Parent / Carer Involvement and Engagement</p> <p>Performance Information</p> | <ul style="list-style-type: none"> <li>• Continue to be the highest performing mainland council area as measured by national examinations for school leavers</li> <li>• Improved attainment in the senior phase</li> <li>• Be the highest performing mainland council area as measured by Curriculum for Excellence levels</li> <li>• Improved literacy and numeracy attainment throughout the years of the broad general education</li> <li>• An improvement in the attainment of disadvantaged children and young people</li> <li>• An increase in the percentage of schools evaluated as 'good' or better for raising attainment and achievement</li> <li>• An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li> <li>• An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school.</li> </ul> | <ul style="list-style-type: none"> <li>• Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups</li> <li>• Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight, SNSA and the BGE Benchmarking Tool and the ability to interpret data and identify areas of need for individuals and groups of learners</li> <li>• Support and challenge schools to improve outcomes for identified groups through effective use of resources (including Pupil Equity and Scottish Attainment Challenge Funding), with a particular focus on recovery, learning loss and equity</li> <li>• Review, update and implement Numeracy and Mathematics and Literacy Strategies</li> <li>• Support quality, coherence and progression across early level learning and teaching.</li> </ul> |

# Everyone Achieving

## National Priorities

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

| NIF Drivers  | Expected Outcome / Impact<br>(what we will measure and report on)  | Activities<br>(what we will do to bring about improvement)  |
|--|--|---|
| <p>Curriculum and Assessment</p> <p>Teacher and Practitioner Professionalism</p> <p>School and ELC Improvement</p> <p>Parent / Carer Involvement and Engagement</p> <p>Performance Information</p> | <ul style="list-style-type: none"> <li>• An ethos of high expectations and achievement in every school and service</li> <li>• A culture of self-evaluation and continuous improvement in all schools and services</li> <li>• A skilled and confident workforce</li> <li>• A culture of professional enquiry in all establishments</li> <li>• An increase in the percentage of schools evaluated as 'good' or better for leadership of change</li> <li>• A further improvement in school leaver destinations</li> <li>• An increase in the number of pupils, school leavers and adults with well-developed employability skills</li> <li>• An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements</li> <li>• A consistently high satisfaction level of residents engaging with our services</li> <li>• Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Support schools to continue to improve learners' experiences and outcomes by implementing the CLPL framework and sharing approaches to professional inquiry across our schools and centres, including through Research Hubs</li> <li>• Review, update and implement a revised leadership strategy</li> <li>• Continue to develop and deliver a range of SQA accredited courses to meet the needs of adult learners while ensuring the mode of delivery is effective and safe</li> <li>• Continue to work in partnership with schools, ERC Culture and Leisure Trust and others to ensure all young people have high quality opportunities for achievement that are recognised and celebrated in school</li> <li>• Implement the updated Parental Engagement and Involvement Strategy 2021 – 2024</li> <li>• Review, update and implement the STEM and Digital Learning and Capacity Strategies.</li> </ul> |

# Excellent Experiences

## National Priorities

### Improvement in children and young people's health and wellbeing

| NIF Drivers  | Expected Outcome / Impact<br>(what we will measure and report on)  | Activities<br>(what we will do to bring about improvement)   |
|--|--|--|
| <p>Curriculum and Assessment</p> <p>Teacher and Practitioner Professionalism</p> <p>School and ELC Improvement</p> <p>Parent / Carer Involvement and Engagement</p> <p>Performance Information</p> | <ul style="list-style-type: none"> <li>• A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</li> <li>• An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment</li> <li>• Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential</li> <li>• An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it</li> <li>• A culture based on Getting It Right For Every Child</li> <li>• Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination</li> <li>• Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li> <li>• Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children</li> <li>• Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour</li> <li>• A positive culture in health and wellbeing in every school and service</li> <li>• Resources which lead to improvements for learners and service users.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to empower our schools and ELC settings, to align their resources to the delivery of the department's vision and to support the recovery of pupils and staff as part of the Building Back Better and Fairer framework</li> <li>• Expand and enhance the Healthier Minds Service to ensure it supports children, young people and families including those with Additional Support Needs</li> <li>• Implement the recommendations from both the National ASL review and the department's ASN review</li> <li>• Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including curriculum and assessment</li> <li>• Develop a clear vision for Developing the Young Workforce, including an increase in the different curriculum pathways and opportunities available for our learners</li> <li>• Develop and implement a Social Justice Strategy</li> <li>• Implement the recommendations of the Review of the 1+2 Languages Strategy</li> <li>• Support schools and the Instrumental Music Service to develop flexible approaches to delivery of instrumental music tuition</li> <li>• Implement the Learning for Sustainability Strategy (Get to Zero)</li> <li>• Continue maximising efficiency opportunities and planning ahead for further budget reductions</li> <li>• In partnership with colleagues across the Council, continue to implement The Promise, our Corporate Parenting Policy and the GIRFEC refresh</li> <li>• Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within school</li> <li>• Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.</li> </ul> |

## Appendix 1

| National Outcomes<br>(where Education makes a major contribution)   | East Renfrewshire<br>Community Plan   | Five Capabilities  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Our children have the best start in life and are ready to succeed</li> <li>• We have improved the life chances for children, young people and families at risk.</li> </ul>   | <ul style="list-style-type: none"> <li>• All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.</li> </ul> | <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Community Engagement</li> <li>• Data, evidence and benchmarking</li> <li>• Modernising how we work</li> <li>• Digital.</li> </ul> |
| <ul style="list-style-type: none"> <li>• We are better educated, more skilled and more successful, renowned for our research and innovation</li> <li>• Our young people are successful learners, confident individuals, effective contributors and responsible citizens</li> <li>• We take pride in a strong, fair and inclusive national identity</li> <li>• Our public services are high quality, continually improving, efficient and responsive to local people's needs.</li> </ul> | <ul style="list-style-type: none"> <li>• East Renfrewshire residents are fit and active and have the skills for learning, life and work.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Community Engagement</li> <li>• Data, evidence and benchmarking</li> <li>• Modernising how we work</li> <li>• Digital.</li> </ul> |



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