



# Education Improvement Plan

2023/24



Renfrewshire  
Council





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# Introduction

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## Welcome to Renfrewshire Council's Education Improvement Plan for school session 2023/24.

This is a document we develop together each year to set out what specific work will be happening across Renfrewshire to ensure that we get it right for children, families and communities.

The plan is based on the Council's values; Fair, Helpful, Collaborative, Learning. It ensures that we deliver on the priorities for our services set out in the Council Plan as well as the nationally agreed priorities of the National Improvement Framework.

Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. The robust self-evaluation process undertaken has ensured that our plan reflects where our early learning and childcare providers, schools and families wish to see improvement, and is focussed on building on our existing track record of school empowerment and collaboration.

Our plan focuses on three main themes, and the document itself is structured around these themes:

- Inclusion
- Families and Communities
- Curriculum, Learning, Teaching and Assessment

At Renfrewshire Council we want every single child and young person to have the best opportunity to learn and to thrive. To support this, over the past year we have implemented a new inclusion strategy, and we want to continue to build on this.

We will have a relentless focus on delivering an inclusive and nurturing curriculum across all of our schools and early learning and childcare centres supported by high quality learning experiences. While our plan is ambitious for all children and young people, we have a particular focus on narrowing the poverty-related attainment gap.

We will deliver this through universal and targeted approaches to ensure that all children and young people are supported and equipped to be successful in their learning and their life beyond school.

We will continue to strive to deliver an excellent education service for our children, young people and families, and as a Children's Service will work hard every day across all of our establishments to support them to achieve their ambitions.



**Councillor  
Emma Rodden**

Convener Education  
and Children's Services



**Julie Calder**

Interim Chief Education Officer





## Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports the delivery of the priorities contained within key plans such as [Renfrewshire's Council Plan](#), [Renfrewshire Children's Services Partnership and Children's Services Improvement Plan](#). It also allows us to deliver on the National Improvement Priorities for education as well as other relevant strategic and policy drivers such as:

- 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland'
- Getting it Right for Every Child (GIRFEC)
- The Promise Scotland— findings of the Independent Care Review
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education – Professor Ken Muir
- Additional Support for Learning Review— 'Support for learning: all our children and all their potential'
- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill
- General Teaching Council for Scotland Professional Standards 2021
- Developing the Young Workforce
- The Expansion of Early Learning and Childcare in Scotland
- OECD report on 'Scotland's Curriculum for Excellence'
- Mental Health Strategy 2017–2027



# Renfrewshire Council Plan Strategic Outcomes

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## Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## Our Values

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**We are fair,** we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

**We are helpful,** we care about getting things right and are always approachable.

**We are great collaborators;** we work as one team and with people who care about this place.

**We value learning** to help us innovate, improve and deliver better services.

## Renfrewshire Children's Services Vision

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Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

# Renfrewshire's Education Improvement Plan Priorities

<p>Protect the most vulnerable members of our communities including children and young people who are at risk. Ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible, children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Provide family supports and early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhance supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Raise attainment while ensuring equity for all. Deliver a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, ensure children and young people experience inclusive learning experiences and supportive relationships which lead to positive life outcomes.</p>
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This plan outlines how the service will take forward our 5 strategic priorities. Our improvement priorities align to those outlined in the National Improvement Framework (NIF).

## 5 National Improvement Framework (NIF) Priorities

- Place 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



# Portfolio Planning

Children's Services has developed a portfolio management approach to service improvement planning to support with balancing new priorities, core business and moving beyond recovery. A portfolio is a collection of thematic projects and programmes which are defined by an organisation or service. The approach has strengthened our service planning processes, supported prioritisation and joint planning, enabling children and young people to thrive, learn and achieve.

We have three portfolios in Children's Services, each led by a Head of Service. These are:

<b>Inclusion</b>	<b>Families and Communities</b>	<b>Curriculum, Learning, Teaching and Assessment</b>
		
<b>Tracy McGillivray</b>	<b>John Trainer</b>	<b>Julie Calder</b>

Each portfolio team is tasked with developing their own portfolio plan to deliver on our agreed service priorities. Portfolios are unique, delivering on clear actions related to their context however they are also linked by cross-cutting actions and this is evident in each plan.

Portfolio planning teams have been established to support with the development and delivery of the portfolio plan. Teams are also responsible for evaluating and reporting at regular intervals throughout the year.

## Stretch aims

The local authority's approach to setting stretch aims is based on recovery and acceleration: recovery to pre-pandemic levels of attainment and then increase attainment beyond pre-pandemic levels from 2023 onwards. This session, schools were asked to set attainment targets following the same rationale. These annual school targets are intended to ensure that the approach is pupil centred and should lead to more effective tracking of progress across the broad general education, particularly in secondary schools.

Core plus aims are centred on writing across the broad general education (BGE). This is a key improvement area for the authority and was selected based on performance at each stage. We continue to use evidence-based interventions to support schools with improving writing. As well as this, aims have been set for pupil subgroups. Subgroups include free school meal and clothing grant entitlement, additional support needs and children and young people with care experience. These additional plus aims are derived from the core aims and provide a rich set of data to inform future planning.

Please refer to appendix 1 for the local authority stretch aims.

# Inclusion

The image features a solid teal background. In the upper left quadrant, the word "Inclusion" is written in a clean, white, sans-serif font. The bottom half of the image is dominated by several overlapping, semi-transparent geometric shapes. On the left, a large, dark purple semi-circle curves upwards. To its right, a bright pink triangle points upwards. Further right, another bright pink triangle points upwards, partially overlapping a darker purple shape. The overall composition is modern and minimalist.

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Embed the refreshed staged intervention framework through a shared vision &amp; improved integrated working across all services including education, health, social work, voluntary sector &amp; employment, and training.</p>	<p>By June 24, the Staged Intervention Framework will be used consistently by all sectors.</p> <p>Children and young people (CYP) are involved in decisions relating to the support needed to thrive in education.</p> <p>The use of language to describe a child's strengths and needs reflects the language policy.</p> <p>Children are better supported in schools by key adults working together to ensure the child's support is systematically reviewed and adapted as the child grows and develops.</p> <p>Improved teacher confidence in supporting children with ASN.</p>	<p>The number of enquiries/complaints received citing an issue with a child's needs being met will decrease as key adults become better at using the policy.</p> <p>Quality assurance framework includes sampling of plans, and we will use feedback from stakeholders to measure the success of using the STINT framework. At all stages on intervention and including our most vulnerable CYP e.g., CP register/Care experienced.</p> <p>The number of exclusions of children with ASN and who are Care Experienced will reduce as schools become better at identifying and meeting needs.</p> <p>Case studies will evidence the impact of supports put in place.</p> <p>A baseline will be gathered to measure CYP at Stage 1 of intervention and the number performing at nationally expected levels of attainment. This will be used to monitor impact.</p>
	<p>By September 24, school tracking system will begin to be used consistently alongside SEEMIS to start to provide a local authority overview. This allows for improved monitoring of the stages of intervention- (STINT) support for children and young people (CYP) with Additional Support Needs (ASN).</p> <p>Pupils who are receiving support at STINT level 1 will attain in line with their peers who do not have an ASN.</p>	<p>Baseline measurements will be gathered relevant to age and stage and will include:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Wellbeing Scores</li> <li>• Attendance</li> <li>• Exclusions</li> </ul>



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Embed an Assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around the stage of intervention.</p>	<p>By June 24, EPS and Education Officers (inclusion) are included at the right time &amp; place to influence discussions, decision, &amp; planning.</p> <p>The greater clarity in the role of the Team Around the Child will ensure that practitioner involvement is appropriate, timely and leads to improved outcomes for CYP.</p> <p>All practice will be consistent across establishments.</p> <p>All staff involved in the use of the assessment framework have increased skill &amp; confidence in collaborative assessment, analysis &amp; planning to remove barriers to learning.</p>	<p>Stakeholder reference group feedback on clarity roles, impact on outcomes for young people and consistency of EP practice will provide baseline for improvement.</p> <p>Survey feedback on confidence in roles and implementation of the assessment framework will be baselined and then reviewed for improvement termly.</p> <p>All assessment framework paperwork will demonstrate clarity around: roles in the case, identification of barriers to learning, analysis of information and actions for all involved. These will be sampled from early adopter schools initially.</p> <p>All Assessment Framework paperwork will include impact statements.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Continue to work with partners from other work streams namely Community Mental Health and Wellbeing and Whole Family Wellbeing to identify/create appropriate interventions which will be accessible for parents/practitioners to access through a request for assistance process.</p>	<p>By June 24, Team Around the Child process is used effectively to support CYP where appropriate.</p> <p>CYP benefit from access to appropriate needs-based supports and are more involved in decisions that affect them.</p> <p>Parents/carers are more involved in clear and transparent decision making.</p> <p>Early and effective interventions will be planned and supported by the staged intervention framework and professional learning (PL).</p> <p>Engagement with boards including Child Protection/Promise Strategic Oversight Group/Drug and there will be clear feedback loops in place to ensure sharing of knowledge and development.</p> <p>A clear data strategy will be developed that will help inform improvements.</p>	<p>Building on the Ren10 request for assistance we will have in place a simple referral process for families to access support (self-referral).</p> <p>Home Link and Family First roles and referral process will be understood by all. These roles and processes will be developed within a Whole Family Wellbeing Service.</p> <p>Data will be analysed and will be used to form decision making for Ren10 and for Whole Family Wellbeing.</p> <p>Through the Quality Improvement Framework single and multi-agency plans will be sampled and effectiveness of interventions will be reviewed.</p> <p>Data will be collected from local authority tracking systems and the local authority data dashboard for CYP with ASN including those CYP that are in and around the edges of care:</p> <ul style="list-style-type: none"> <li>• Attendance levels</li> <li>• Attainment</li> <li>• Transition supports at key stages</li> <li>• Participation/achievement</li> <li>• Formal and informal exclusion of Care Experienced young people will be reduced significantly</li> </ul>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Work with the newly created Parent Ambassador group to ensure the voice of parents with lived experience shapes our future policies and plans. This group will also help us to improve communication with parents/carers across the authority.</p>	<p>By June 24, communication and collaboration with parent groups lead to improvements in policy and practice.</p> <p>Parents and carers report their views are valued.</p> <p>Ensuring efforts are made to engage with kinship/ foster carers/ staff in Children’s Houses and also parents who have Care Experience themselves.</p> <p>All policies will have a parent/carer friendly version.</p> <p>Training for staff is informed by lived experience.</p>	<p>The number of enquiries/complaints relating to poor communication/concerns about meeting children’s needs will decrease.</p> <p>Improved accessibility of policies for parents / carers.</p> <p>Parental / carer engagement and participation in meetings (baseline).</p>
<p>Continue to work with all stakeholders to embed the locality model to provide a framework for inclusion. This will particularly focus on ensuring all stakeholders know the purpose and benefit of working within a locality.</p>	<p>By Aug 24, governance systems are clear, open, and transparent and ensure equity of approach, effective, efficient, and sustainable use of resources including the workforce, maximising funding across all localities.</p> <p>The inclusion offer through schools and specialist resources provide bespoke interventions to support CYP from Early Years to Senior Phase.</p> <p>Better joined up working from all sectors and agencies.</p> <p>Children and young people with ASN are supported at the right level and time.</p>	<p>Consultation responses.</p> <p>“You said, we did” reports/Impact reports.</p> <p>Staged Intervention Support Panel (SISP). Education Support Resource Group (ESRG) tracked and monitored centrally to ensure maximum capacity and equitable deployment of staff to support CYP with ASN.</p> <p>Number of referrals.</p> <p>Clear and transparent policy on deployment of staff to support CYP with ASN.</p> <p>CIRCLE audits of Flexible Learning Resources show improvements to environment and practice.</p> <p>Evaluation of processes analysed, and feedback given to stakeholders.</p>



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Continue mapping of the workforce—particularly in line with developments relating to the whole family wellbeing fund and the 10 principles of family support.</p>	<p>Roles and responsibilities of support staff are clear to support the delivery of staged interventions.</p> <p>Support staff have been devolved to locality &amp; are deployed equitably to support CYP.</p>	<p>Audit of permanency of support staff.</p> <p>Audit of roles and responsibilities of support staff.</p> <p>Staff confidence survey.</p> <p>Feedback from stakeholder groups.</p>
<p>Building on the feedback from the Associate Directors of Education (ADES) &amp; Education Scotland (ES) universal approaches will continue to be developed and embedded in schools and early years centre.</p> <p>These will include, but are not limited to CIRCLE, Non-Violent Resistance (NVR), Renfrewshire’s Inclusive Communication Environment (RICE). These approaches will be underpinned by the principles of Renfrewshire’s Nurturing Relationship approaches and will interlink with each other.</p>	<p>As a result of the contribution and support from REPS all establishments will deliver on the Renfrewshire inclusion vision and agenda, so children and young people have equity of provision.</p> <p>Almost all staff working in educational establishments will feel confident in implementing policies and processes that support inclusion.</p> <p>All staff working in educational establishments know how to access professional learning (PL) to support their understanding and confidence in this area.</p>	<p>The evidence-based approach NVR will show a decrease in exclusion and placement moves where CYP exhibit distressed behaviour in the form of violence or aggression.</p> <p>Joint working plan includes all staff confidence rating in specific areas relating to inclusion (i.e., capturing the young person’s voice; transition planning; parental engagement.)</p> <p>Staff training evaluations (including pre and post confidence rating).</p> <p>Local authority data on exclusions and use of part time timetables will be reviewed termly.</p> <p>Numbers of young people accessing support to meet their learning needs from within their locality area.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Through the implementation of a locality and staged intervention model, EPS along with the GIRFEC team will gather data and local information to develop a greater understanding of the professional learning (PL) needs in each locality which will inform service delivery, target professional learning and enhance collaborative working practices across establishments.</p> <p>The Locality Inclusion Support Network (LISN) will be further developed to embed the refreshed multi-agency GIRFEC approach.</p>	<p>By Aug 24, all staff working in educational establishments know how to access PL to support their understanding and confidence in this area.</p> <p>PL will be more responsive to the needs of each locality.</p> <p>Our strengthened approach to PL equips leaders and practitioners with the knowledge, skills, and confidence to effect positive change for all learners.</p> <p>Delivery of a robust, accessible PL offer for all teaching staff, support staff, partners and families ensure a shared understanding and clarity of approach to supporting CYP.</p> <p>REPS along with the central team have a greater understanding of the needs in each locality which leads to improved joined up working and an efficient and informed delivery of service.</p> <p>There is a clear overview of all ASN training and whole school training from each establishment across the local authority.</p> <p>Networking opportunities across all services are built into PL calendar.</p> <p>Impact of PL will be evident across all services. There is an improvement in the quality and consistency of assessing, planning, recording, reporting, and reviewing processes including pastoral notes, chronology, and TAC meeting minutes.</p>	<p>Audit of all staff will provide us with information to inform future PL offers.</p> <p>Monitoring of key staff attendance at PL events across all services.</p> <p>Pre/post survey will show an improved confidence scale following PL.</p> <p>Senior EPs will gather locality specific information in relation to needs &amp; data and record numbers of joint PL sessions delivered.</p> <p>Stakeholder reference group will feedback on service delivery.</p> <p>Evaluations from networking opportunities.</p> <p>Improved links with West Partnership.</p> <p>Streamline attendance at groups to ensure that key staff have a better understanding of decisions affecting CYP and families made at strategic and operational groups.</p> <p>Increased opportunities for moderation and sharing of good practice across establishments and localities.</p> <p>There will be an increase in joint working of EPs within each locality, which will give establishments increased access to the range of skills and experiences within REPS.</p> <p>The local authority quality assurance framework will be aligned to allow Education Managers to sample pupil support processes and procedures.</p> <p>Case studies will show case and celebrate good practice across the local authority.</p> <p>Case studies from all other services will showcase and celebrate good practice across the local authority.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Review practice and procedures within Mary Russell and Riverbrae School to ensure quality of service and to support capacity building in terms of professional learning for mainstream schools.</p>	<p>By June 24, the expertise of the ASN workforce is utilised to model and coach in ASN and mainstream schools to upskill staff, improve the confidence and support delivery of effective interventions.</p> <p>Decision making to support interventions will be improved.</p> <p>Decision making at points of transition will be transparent and clear for all parents/staff and pupils.</p> <p>Utilisation of staff within Mary Russell and Riverbrae School has improved and there is reduction in staff turnover and absence in both schools.</p> <p>Increase the access of schools and service users to ‘inclusion pathways’ that see them have the coaching support for individualising approaches where children or young people have additional learning needs.</p>	<p>Staff training programme will be analysed and gaps identified will lead to improvements in PL offer.</p> <p>Quality Indicator 3.1 good to very good with a focus on the environment.</p> <p>Appropriateness and application of curriculum from early years to senior phase—this will be evidenced through curriculum rationale and associated plans.</p> <p>Evidence of improved multi-agency working where appropriate.</p> <p>Quality assurance measures associated with Learning, Teaching and Assessment, Improvement planning, and use of resources will show ambition for children and young people.</p> <p>Improved attainment for children with ASN.</p>



# Families and Communities: Health and Wellbeing



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Informed by local and national priorities, develop and deliver a comprehensive programme of professional learning (PL) &amp; targeted interventions across all sectors to support effective implementation of the mental, social &amp; emotional strands of Health and Wellbeing. PL will be aligned to national and international awareness days. Topics will include:</p> <ul style="list-style-type: none"> <li>• Understanding self-harm and suicide</li> <li>• Relationships &amp; sexual health including LGBTI education</li> <li>• Alcohol &amp; Substance Awareness</li> <li>• Online safety</li> <li>• Themes emerging from surveys, counselling statistics and feedback from children, young people and schools/centres</li> </ul> <p>Deliver bespoke PL to meet the needs of individual education establishments.</p> <p>Widen self-harm and suicide prevention training to Early Years and Primary.</p>	<p>By June 2024, almost all children and young people (CYP) in focus groups have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required to improve mental health and wellbeing.</p> <p>Almost all participants have improved knowledge, confidence and practice across a range of mental, emotional and social wellbeing topics.</p> <p>Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP.</p> <p>By June 2024, almost all practitioners access resources and up to date and relevant information around policy, training and developments in the area of wellbeing as required.</p> <p>All secondary school Pupil Support teams will have ASIST trained staff.</p> <p>CYP and staff participating in the LGBTI Charter Award are more inclusive and have the confidence to tackle homophobic, bi-phobic and transphobic bullying.</p>	<p>Qualitative feedback from young people will be gathered via Forms and focus groups to evaluate effectiveness of MHWB programmes and will evidence their awareness of available supports and how these are being accessed and used.</p> <p>Number of hits of the Renfrewshire digital signposting resources indicate that CYP, staff and parents/carers know where to access support information.</p> <p>Professional learning pre and post evaluations and focus groups demonstrate improved scores in knowledge and confidence.</p> <p>A target group of practitioners will provide feedback on the longer-term impact of their PL on CYP and case studies will be developed to evidence this.</p> <p>Professional learning participation statistics highlight the reach of the training across Renfrewshire.</p> <p>Case Studies evidence the longer-term impact of PL on the mental health and emotional wellbeing of CYP.</p> <p>All schools participating in the LGBT Charter Award for session 2023/24 will achieve their target level.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>In partnership with Barnardo’s, additional Early Years and Primary establishments will be supported to implement evidence-based emotional literacy programme PATHs (Promoting Alternative Thinking Skills).</p> <p>In partnership with Headstrong, finalise, launch and implement Renfrewshire’s new Mental Health and Wellbeing resource across secondary and ASN schools. Launch event will include all Pupil Support Teams across secondary schools and will also focus on suicide prevention skills.</p> <p>All secondary schools will deliver suicideTALK (90 mins) suicide awareness programme to young people in Senior Phase as part of National Suicide Prevention Week in September 2023.</p>	<p>By June 2024, evidence-based programmes/resources are in place to support the teaching of emotional literacy across all establishments from Early Years – Senior Phase.</p> <p>By September 2023, all participants are confident and knowledgeable about how to integrate the resource into their PSE programmes.</p> <p>By June 2024, the resource has been implemented in all schools and almost all young people have the knowledge and skills to maintain good mental health and wellbeing.</p> <p>By September 2023, all practitioners and YP involved in the suicideTALK training are more aware that suicide is a serious community health problem and know about suicide prevention opportunities in their community.</p>	<p>Audit of emotional literacy programmes across all establishments shows that almost all establishments are using an evidence-based programme.</p> <p>Launch event evaluations demonstrate the knowledge, understanding and confidence of secondary Pupil Support Staff to be able to support implementation of the programme in their own schools.</p> <p>Focus group of Pupil Support Staff in March 2024, will show that the resource has enhanced learning and teaching of mental health and wellbeing.</p> <p>Forms surveys and focus groups of young people evidence that the resource has supported their mental health and they know where to go for help and what that help looks like.</p> <p>Post training evaluations show that practitioners and young people know how to become involved in life protection, preservation and promotion activities in their community.</p>
<p>Evaluate the impact of the new Alcohol and Substance Awareness Education Programme, to assess its reach, effectiveness and identify any gaps. Work with partners in the HSCP, to address any gaps using up to date research e.g., enhance Vaping section.</p>	<p>By March 2024, the programme has been reviewed and gaps addressed to reflect up to date research and information from partners.</p> <p>By June 2024, almost all establishments are embedding the programme into the PSE curriculum and CYP have increased knowledge and understanding of how to keep themselves safe and healthy in relation to alcohol and substances.</p>	<p>Audit across all establishments provides evidence that the resource is embedded in PSE programmes.</p> <p>Platform analytics provide information about reach as well as feedback from users—practitioners and CYP.</p>
<p>Establish further links with Parent Council Chairs to deliver a range of bespoke HWB information/training sessions.</p>	<p>By June 2024, targeted parents/carers are more confident in supporting their child’s wellbeing.</p>	<p>Pre and post evaluation data from parent/carers demonstrates improvement in knowledge, understanding and confidence.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Support schools to make effective use of HWB data to identify priorities and bring about improvement. Data sets include HWB census, Warwick Edinburgh Mental Wellbeing Survey (WEMWBS), Counselling service data, emotional literacy programme measures and Glasgow Motivation and Wellbeing Profile.</p> <p>Repeat the WEMWBS with young people S1-6 across all secondary schools. Analyse results/trends and identify actions/strategic priorities. (3rd year of collecting this data)</p> <p>Consult with stakeholders re HWB census and develop an ongoing strategy for administering this extensive HWB survey.</p>	<p>By June 2024, almost all schools have engaged with HWB datasets to identify strategic priorities.</p> <p>By June 2024, improvements in ensuring wellbeing, equity and inclusion are such that all schools evaluate QI 3.1 as 'Good' or better and an increasing number of schools evaluate QI 3.1 as 'Very Good' or better from the June 2023 baseline.</p> <p>Views of stakeholders are sought and a strategy for administering the HWB census is in place to enable a wealth of HWB data to be gathered to inform improvement.</p>	<p>WEMWBS survey scores for 2024 show that wellbeing is improving and the % of young people S1-6 falling into the low wellbeing score decreases from the 2023 baseline of 24%.</p> <p>Baseline—schools' self-evaluation gradings for QI 3.1 at June 2023</p> <ul style="list-style-type: none"> <li>• 2 schools Excellent</li> <li>• 64% (40 schools) VG</li> <li>• 29% (18 schools) Good</li> <li>• 3 schools Satisfactory</li> </ul> <p>All Education Scotland inspections grade QI 3.1 as 'Good' or better.</p> <p>Engagement statistics related to HWB blog, newsletter and Sway resources.</p> <p>Through QI Visits and scrutiny of school improvement plans it is evident that the rationale for HWB improvements is based on sound self-evaluation including use of data.</p> <p>Focus groups and Forms surveys will be used to gather views of stakeholders. A HWB data strategy is in place.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Coordinate implementation of The Exchange counselling service to all establishments and Place2Be counselling service in targeted schools. Scrutinise termly reports from The Exchange and Place2Be and liaise with Area Managers and individual schools to ensure best value is achieved.</p> <p>Identify common referral themes across schools and plan ways to address these through staff professional learning and provision of supports.</p> <p>Further develop Reflective Group Practices (supervision) as wellbeing interventions to pupil support staff. Adopt a locality approach combining primary and secondary colleagues, targeting schools with new Pupil Support Teams and/or newly promoted staff within Pupil Support.</p> <p>In partnership with an accredited CBT therapist, provide a 5-week professional learning course to 4 groups of teachers on skills and knowledge around Cognitive Behaviour Therapy (CBT). Sessions will focus on the most common mental health presentations within young people in Renfrewshire e.g., anxiety.</p>	<p>By June 2024, all CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience.</p> <p>Staff benefit from consultancy support e.g., advice, guidance and strategies in relation to supporting targeted CYP as required.</p> <p>Participants in the Reflective Group Practices are supported through clinical supervision to reflect on their own feelings, focus on self-care and avoid burnout.</p> <p>Teachers participating in the CBT course are more confident and skilled in supporting YP in one-to-one discussion and benefit from the structure CBT provides.</p>	<p>Counselling service termly reports provide referral data and qualitative information (including CYP views, case studies and referral themes) to highlight the positive impact of the service on CYP's mental health and wellbeing.</p> <p>100% CYP access counselling screening appointment within 5 days of referral.</p> <p>85% CYP show improvement post counselling.</p> <p>Focus groups of practitioners evidence the effectiveness of the supervision structures.</p> <p>Qualitative data from CBT participants, including pre and post questionnaires, will be collated to demonstrate impact with an additional follow up impact questionnaire 6 months post training.</p>



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Provide the training and resources to extend Mentors in Violence Prevention (MVP) programme across all mainstream secondary schools.</p> <p>Training will continue to focus on building capacity in existing and newly trained schools. Further focus will be on the primary sector where we will continue to build awareness of gender-based violence (GBV) issues and the role of MVP mentors.</p> <p>The Equally Safe in Renfrewshire project will continue to support primary schools who want to take an alternative look at positive relationships.</p> <p>Further roll out of the Mental Health Ambassador/MVP training will take place across secondary schools.</p> <p>The MVP 'red flag' campaign will be launched as part of 16 Days of Action (international campaign to end violence against women) in November 2023.</p>	<p>By June 2024, all secondary schools are implementing the MVP programme. All participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations relating to GBV. Staff confidently support young people in delivery of the programme.</p> <p>By June 2024, almost all participating young people are empowered and have the skills to challenge abusive, bullying and discriminatory behaviours which affect relationships within our schools and communities.</p>	<p>Pre and post professional learning questionnaires will demonstrate that all staff have increased knowledge and confidence.</p> <p>Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers.</p> <p>Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year.</p> <p>A pupil steering day provides a forum for young people to provide feedback on the short- and longer-term impact of their MVP mentor role. A summary paper will be produced.</p> <p>Number of MVP schools show that all secondaries are participating.</p> <p>The 'red flag' campaign is successfully delivered by young people across participating schools.</p>
<p>Through the Children's Service Partnership Plan, audit current PE curriculum planners and practice across ELC and schools. Identify gaps e.g., outdoor learning/ community links, professional learning.</p> <p>Look outwards to what's working well elsewhere including research, evidence-based approaches. Engage with key partners and involve teachers, children and young people in development work.</p> <p>Develop an action plan to update the PE curriculum planners.</p>	<p>By June 2024, an audit has been completed, gaps identified and action plan developed to refresh the PE curriculum planners.</p> <p>Key partners are fully engaged in the audit and planning process.</p>	<p>Audit results and action plan evidence the work undertaken.</p>

# Curriculum, Learning, Teaching and Assessment



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Deliver a comprehensive programme of activities to enable senior leaders to evaluate and deliver a refreshed approach to raising attainment, ensuring that children and young people’s potential is understood and appropriate interventions to improve attainment a carefully monitored.</p> <p>Deliver a comprehensive core programme of professional learning and targeted interventions across all sectors linked to professional standards and informed by national and local priorities:</p> <ul style="list-style-type: none"> <li>• Targeted support in early and first level numeracy and literacy pedagogy to secondary practitioners;</li> <li>• Support primary establishments to transition to the new maths planners and continue to offer training to support practitioners understanding of pedagogy involved.</li> </ul>	<p>Improve attainment for all while narrowing the poverty related attainment gap.</p> <p>Attainment will return to or exceed pre pandemic levels of attainment.</p> <p>By June 2024, our strengthened approach to professional learning will better equip leaders and practitioners across all sectors with the knowledge, skills and confidence to effect positive change for all learners.</p> <p>Almost all leaders and participants in professional learning will have a greater understanding of conditions required for successful implementation of L&amp;T approaches/ interventions.</p> <p>A strengthened approach to implementing evidenced based approaches /targeted interventions in literacy and numeracy will contribute to improvements in almost all learners’ experiences and progress.</p> <p>Stronger evaluation on the impact of professional learning on pupil progress will support practitioners in planning next steps for learners.</p> <p>Professional learning and targeted interventions will contribute to restoring attainment in literacy and numeracy to pre pandemic levels.</p>	<p>By September 2024 Insight data will demonstrate improved attainment at all levels in the senior phase</p> <p>By September 2024 insight data will demonstrate improvement in the attainment of disadvantaged children and young people</p> <p>By September 2024 Attainment data in the BGE will demonstrate a return to, as a minimum, pre pandemic levels.</p> <p>Post training surveys and a programme of ongoing evaluation with a target group will demonstrate that almost all participants feel training and subsequent collegiate working has</p> <ul style="list-style-type: none"> <li>• increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching and;</li> <li>• increased confidence in evaluating the impact of this teaching on pupil progress and using this to inform next steps in learning.</li> </ul> <p>Attainment and tracking data demonstrate that almost all targeted children and young people (CYP) are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.</p> <p>79% of children and young people will achieve expected CfE level in literacy.</p> <p>87% of children and young people will achieve expected CfE level in Numeracy.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Ensure establishments have the necessary resources and support to develop a Learning, Teaching and Assessment (LTA) Strategy that is aligned with the Renfrewshire vision—The Renfrewshire Way—We value learning, striving for excellence together.</p>	<p>By June, all staff will be aware of the Renfrewshire Vision for learning, teaching and assessment through the sketchnote and features of highly effective practice will be exemplified through use of the Toolkit. Staff will begin to use the toolkit in their practice.</p> <p>All staff will be empowered and supported to strengthen their practice through collaboration and professional learning.</p> <p>Learners' experiences will improve as the vision for highly effective practice is realised in each establishment.</p> <p>Features of highly effective learning, teaching and assessment will be evident in almost all classes visited as part of the Renfrewshire's Quality Improvement Framework.</p> <p>By September 2024, all schools will evaluate themselves as Good or better for Quality indicator 2.3: learning teaching and assessment.</p> <p>By June 2024, ACEL data will accurately reflect pupil progress in all schools.</p>	<p>Learning visits as part of the Quality Improvement Framework (QIF) will demonstrate the LTA strategy in practice.</p> <p>Evaluation of planned early years and secondary learning festivals will highlight awareness and understanding of vision for learning, teaching and assessment and how they will take this forward in their playroom/classroom for secondary and ELC staff.</p> <p>The vision and features of effective practice will be tested with a focus group of learners from across schools and a cross-sector group of senior leaders.</p> <p>School standard and quality reports highlight that professional learning has led to sustained change and positive impact in the classroom.</p> <p>Collation of the National Improvement Framework return self-evaluation statements (2.3).</p> <p>Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data.</p> <p>Evidence gathered as part of QIF visits.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Establish a local authority QAMSO group to provide bespoke training for individual establishments in AiFL and improve teacher confidence in the use of ACEL data.</p> <p>Increase knowledge and improve the consistency of planning to support the delivery of high-quality learning, teaching, assessment and moderation across all sectors.</p> <p>Establish a local authority working party to raise awareness of whole school approaches to anti- racism across all sectors and develop a three-year plan to support anti- racist learning and teaching across the curriculum.</p>	<p>By June 2024, all head teachers will be more confident in the systems and processes that scaffold school improvement planning including attainment meetings with practitioners, self-evaluation and effective use of data.</p> <p>By June 2024, senior leaders will have a raised awareness of the importance of building racial literacy across establishments.</p> <p>By June 2024, 4 practitioners will be trained through the Education Scotland Professional Learning Programme to support the local authority plan.</p>	<p>Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data.</p> <p>Evidence gathered as part of QIF visits.</p> <p>Focus groups to demonstrate increased awareness of the importance of building racial literacy across all sectors.</p> <p>Feedback from the working party on improvements in practitioner awareness and understanding of racial literacy.</p>



What will we do collectively?	What difference will we make?	How will we measure success?
<p>Deliver professional learning (PL) to ELC staff to support consistent judgements of children’s progress at early level of CfE and further increase staff knowledge and confidence in how to raise attainment across literacy, numeracy and health and well-being.</p> <p>Introduce and implement an early year’s progression tool for children with additional support needs who are working at foundation stage or pre-early level of CfE.</p>	<p>By June 2024, the early years workforce is better equipped to make accurate assessments of children’s progress and provide a child-centred learning environment that will maximise learning and development.</p> <p>Data collected within the early year’s progression tool will show increased levels of attainment across literacy, numeracy and health and wellbeing.</p> <p>Teachers will receive more robust data on children’s progress as they transition to P1 enabling them to plan more effectively for children’s next steps in learning.</p> <p>By June 2024, staff will be better supported to assess and record the progress of children with complex additional support needs and plan for their next steps in learning.</p> <p>This tool will enable the progress of all children with ASN to be celebrated and recorded and reported to all stakeholders as appropriate to the needs of the child.</p> <p>Data collected will support staff in making key decisions about interventions and resources required to meet the needs of the child.</p> <p>Data from the tool will support the enhanced transition that takes place when children with ASN move to P1. The school can be better prepared to meet the individual needs of the child.</p>	<p>Post-training evaluations will demonstrate that for almost all participants the training has:</p> <ul style="list-style-type: none"> <li>• Increased confidence and skill in assessing children’s progress and being able to identify if children are at ‘early stages’ ‘making progress’ or ‘demonstrating consistently’ in their learning and development.</li> <li>• Increased knowledge of progression in skills and how to plan for children’s next steps in learning in literacy, numeracy and health and well-being.</li> </ul> <p>Compare early years progression tool data from session 2023/24 to data collected in session 2022/23 to monitor the percentage of children who are demonstrating skills and knowledge consistently within the areas of literacy, numeracy and health and wellbeing.</p> <p>Evaluations carried out with P1 Teachers will provide information with regards to the validity and reliability of progress data received from ELC settings across the authority.</p> <p>Post training evaluations will demonstrate that for almost all participants the training has:</p> <ul style="list-style-type: none"> <li>• Increased understanding of foundation and pre-early level milestones in numeracy, literacy and health and wellbeing.</li> <li>• Increased knowledge and confidence in how to support the learning and development of children with additional support needs.</li> <li>• Increased knowledge and skill in the assessment and recording of children’s progress at foundation stage or pre-early level of the CfE.</li> </ul> <p>Evaluations from the Ed. Psych Team that progression tool data contributes effectively to the assessment of a child and the compilation of their profile of need.</p> <p>Evaluations carried out with P1 Teachers will provide information with regards to the validity and reliability of progress data received for children with additional support needs.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Development of a Renfrewshire Literacy Framework to support consistent planning, assessment and progression within and across establishments.</p>	<p>By June 2024, practitioners across all sectors will demonstrate greater skill, confidence and consistency in planning learning experiences for pupils and in making professional judgements in relation to pupil progress in literacy.</p>	<p>Attainment and tracking data will be more robust as evidenced via Q.A visits and school/cluster-based moderation activities.</p> <p>Evaluations with Head Teachers/Literacy Champions will demonstrate increased confidence of teaching staff in planning and assessing pupil progress in literacy.</p>
<p>Provide opportunities for senior leaders to work collaboratively to explore implications of The Independent Review of Qualifications and Assessment (IRQA) and National Discussion.</p> <p>Continue to work with school leaders and SDS to embed the Career Education Standard.</p>	<p>By June 2024, there will be an improved awareness and understanding in secondary schools of the IRQA and National Discussion.</p> <p>Senior leaders will be in a stronger position to develop and implement the recommendations of the national curriculum review.</p> <p>By June 2024, school curriculum rationales will be ambitious and reflect emerging national expectations.</p>	<p>The number of opportunities for HT to explore visions and principles for future practice will be increased.</p> <p>Evidence of increased awareness and forward planning gathered through QIF visits.</p> <p>Senior leaders will report improved confidence in understanding the implications of the IRQA and National discussion.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Work in partnership with UWS/WCS to increase the number of opportunities available for young people to access appropriate curricular pathways.</p> <p>Strengthen the Senior Phase offer, to widen the range of opportunities available to young people including appropriate courses and work placement opportunities.</p>	<p>A strengthened senior phase curriculum will equip all young people with the confidence, knowledge, skills and experience to achieve their full potential.</p> <p>By June 2024, we will increase the range of awards and qualifications available in the senior phase to ensure a valuable learning experience for all young people.</p>	<p>98% of young people will enter a positive destination.</p> <p>Increased % of young people from quintile 1 will achieve a positive destination.</p> <p>100% of care experienced young people will achieve a positive destination.</p> <p>16–19 participation measure—95% of young people will sustain positive destination.</p> <p>Evaluation carried out with focused groups of learners across all secondary schools to ensure curricular pathways are appropriate.</p> <p>Analysis of school curriculum will evidence an increase in the range and number of qualifications young people are achieving.</p> <p>Improved levels of scrutiny and support is demonstrated in the quality of tracking and monitoring data related to school leavers and destinations.</p> <p>Monthly SDS data checks and use of the SDS 16+ Data Hub evidence the supports/interventions in place for senior phase YP and their intended post school pathway.</p>
<p>Develop a strengthened framework of support with SDS and Invest Renfrewshire to ensure pupils are supported to enter and sustain positive destinations.</p> <p>Implement a refreshed work placement model across all secondary schools.</p>	<p>By June 2024, we have ensured that young people will have the opportunity to access appropriate work placements in line with chosen career pathways and will be supported to secure and sustain a positive destination.</p>	<p>Work placement data on RUBI will be evaluated to evidence improved engagement with relevant opportunities.</p>



## Appendix 1—Renfrewshire Core Stretch Aims 23/24

### Core

Annual Trajectory	ACEL P1, P4, P7 Combined- Literacy			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	77%	61.1%	87.2%	26.1%
2024/25	79%	64.0%	87.3%	23.3%
2025/26 Stretch aim	82%	67.6%	87.6%	20.0%

#### Rationale:

2022-23 figures demonstrated improvement on previous year however remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	ACEL P1, P4, P7 Combined- Numeracy			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	85%	73.8%	92.7%	18.9%
2024/25	87%	75.7%	92.8%	17.1%
2025/26 Stretch aim	88%	77.9%	92.9%	15.0%

#### Rationale:

2022-23 figures demonstrated improvement on previous year; however, remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	Proportion of school leavers attaining 1 or more passes at SCQF level 5			
	2023/24	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	92.6%	86.6%	97.0%	10.4%
2024/25	93.3%	87.2%	97.1%	9.9%
2025/26 Stretch aim	94.0%	89.8%	97.2%	7.4%

#### Rationale:

Due to variation in assessment methods within the leaver's cohorts in recent year, the stretch aim baseline has included multiple years of data. The interim targets aim to surpass attainment within pre-pandemic exam diet period. The long-term target is highly ambitious and assumes linear progression year on year.



Annual Trajectory	Proportion of school leavers attaining 1 or more passes at SCQF level 6			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	73.0%	60.1%	87.3%	27.2%
2024/25	75.0%	62.1%	87.4%	25.3%
2025/26 Stretch aim	76.0%	63.5%	87.5%	24.0%

### Rationale:

Due to variation in assessment methods within the leaver’s cohorts in recent year, the stretch aim baseline has included multiple years of data. The relative increases in this measure reflect an approach where greater ambition is assumed for areas where attainment is lower (e.g. SCQF 6 attainment is consistently lower than SCQF 5). The interim targets aim to surpass attainment within pre-pandemic exam diet period. The long-term target is highly ambitious and assumes linear progression year on year.

Annual Trajectory	Proportion of 16–19 years olds participating in education, employment, or training			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	95.0%	89.8%	98.6%	8.8%
2024/25	95.2%	90.0%	98.6%	8.6%
2025/26 Stretch aim	95.5%	90.3%	98.6%	8.3%

### Rationale:

Performance in this measure over previous years has demonstrated consistently increases year on year. The stretch aims continue this progression.

Annual Trajectory	Attendance (all sectors)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2023/24	91.3%	87.5%	93.5%	6%
2024/25	92.2%	88.3%	93.6%	5.3%
2025/26 Stretch aim	93.6%	89.6%	93.7%	4.9%

### Rationale:

Attendance rates have been significantly impacted by the pandemic with limited recovery in the 2022-23 session. Therefore, the stretch aims focus on recovery to pre-pandemic levels with a steady, consistent increase over 3 years.

Annual Trajectory	Exclusions Rate (Incidents per 1000 pupils, all sectors)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2023/24	26.3	48.2	10.1	38.1
2024/25	23.3	41.5	8.8	32.7
2025/26 Stretch aim	20.3	34.9	7.5	27.4

### Rationale:

Exclusion rates significantly increased following the pandemic, however there was some recovery within the 2022-23 session. The stretch aims focus on progressing this recovery further and reaching a level below the pre-pandemic baseline. The level of ambition for pupils in SIMD quintile 1 is particularly high given the disproportionate number of exclusion incidents within this group.

Annual Trajectory	Percentage of pupils with low wellbeing (WEMWBS)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2023/24	21%	30%	22%	8%
2024/25	18%	28%	21%	7%
2025/26 Stretch aim	15%	26%	20%	6%

### Rationale:

Wellbeing was widely reported as being negatively affected during the pandemic period. Data from the Health and Wellbeing census suggested that a significant number of pupils had low levels of wellbeing. Renfrewshire's local data collection in 22/23 suggested that wellbeing amongst our secondary pupils was improving. We will continue with annual collections of wellbeing data on a representative sample of our secondary pupils.

## Core Plus

Annual Trajectory	Percentage of P1 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	83%	75.6%	86.0%	10.4%
2024/25	85%	77.5%	86.1%	8.6%
2025/26 Stretch aim	86%	78.4%	86.2%	7.8%

### Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures did not improve on the previous year and remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	Percentage of P4 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	77%	65.6%	80.1%	14.5%
2024/25	79%	67.5%	80.2%	12.7%
2025/26 Stretch aim	81%	68.9%	80.3%	11.4%

### Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures showed strong recovery since the previous year and was in line with 2016/17 attainment. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level. Given the initial recover, the interim targets are ambitious for continued improvement.

Annual Trajectory	Percentage of P7 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	76%	63.7%	81.7%	18%
2024/25	78%	65.6%	81.8%	16.2%
2025/26 Stretch aim	80%	67.5%	81.9%	14.6%

### Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures showed strong recovery since the previous year and was in line with 2016/17 attainment. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level. Given the initial recover, the interim targets are ambitious for continued improvement.

**For further information, please contact**

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