

Renfrewshire Council

To: Education Policy Board

On: 29 May 2008

Report
by
Director of Education and Leisure

Gender Equality Scheme: Annual Report 2007-2008

1. Summary

- 1.1. Education and leisure services' gender equality scheme was approved by the education policy board on 15 November 2007.
- 1.2. This report is the first in the series of annual reports on progress with implementing the scheme.

2. Recommendations

- 2.1. Members of the education policy board are requested to note the good progress being made in implementing the gender equality scheme.

3. Background

- 3.1. Renfrewshire Council, as the education authority, has legal duties relating to gender equality. These obligations focus on:
 - promoting equality of opportunity;
 - promoting good relations;
 - promoting positive attitudes;
 - eliminating harassment; and
 - eliminating unlawful discrimination.
- 3.2. Guidance on the duty for pre-16 education providers in Scotland sets out a vision for gender equality in Scottish Education.

It should help us achieve a Scotland where:

- boys and girls achieve their potential and leave our schools with skills and qualifications which prepare them for life;
- girls and boys make choices, in terms of the subjects they study and the experiences they gain, which fit with their aspirations and abilities and are not tainted by gender assumptions;
- all aspects of a child's or young person's educational experiences

directly tackle discrimination and support teachers to promote equality in the classroom;

- excellence in promoting gender equality is recognised by school inspection frameworks; and
- a gender-balanced workforce at all levels and across subject areas and staffing functions in our schools and education authorities is in place.

3.3. Education and leisure services' gender equality scheme has been developed within the context of Renfrewshire council's scheme which sets out four objectives which are to:

- ensure that the Council promotes gender equality in its role as an employer;
- tackle harassment and sex discrimination on the grounds of gender for all staff and service users;
- ensure that the Council promotes gender equality through access to and provision of high quality services; and
- work with partners to address the violence against women agenda in Renfrewshire.

3.4. In line with education and leisure services key priorities we aim to:

- provide the best opportunities for boys and girls, not necessarily the same opportunities;
- ensure schools take opportunities to promote equality;
- challenge discrimination and stereotyping;
- involve fathers and mothers in school life;
- reduce the exclusion levels of boys;
- support boys and girls to make positive choices, not influenced by gender stereotypes;
- ensure all forms of success are celebrated in school and at authority level; and
- improve the gender balance across the school workforce.

3.5. Some of the benefits of promoting gender equality include improvements to:

- policies and practices;
- representation of different communities at all levels;
- customer satisfaction within all communities;
- involvement of all communities;
- targeted services and information about public services; and
- accessibility of all services.

3.6. Policy makers who are better informed about the issues concerning all communities and groups within communities, can demonstrate that they have properly consulted and involved those communities and groups affected by their policies.

3.7. Promoting gender equality can also bring considerable advantages to the education authority in terms of employment functions. It can, for example, help to:

- achieve a more representative workforce;
- attract and keep able staff;
- improve staff morale and productivity;
- improve staff management;
- identify and develop good practice;
- identify discriminatory outcomes for any groups of employees; and
- avoid claims of unlawful discrimination.

Education and Leisure Services Gender Equality Scheme

3.8. Our scheme and action plan are designed to ensure our services are accessible to all. A progress column has been added to the gender equality scheme action plan. The revised plan is shown as appendix 1 to this report. The progress shows a good start to implementation of the plan over a three year period.

3.9. The scheme, and the action plan were discussed with headteachers, education and leisure services' managers and equality co-ordinators between November 2007 and February 2008. Their role in raising and maintaining staff awareness was stressed.

Impact assessment

3.10. Education and leisure services established a working group which developed guidance and a template for race equality impact assessment. This guidance has been revised for use in gender and disability equality. Awareness of the new guidance was raised at meetings of heads of establishments in November 2007. In January and February 2008 workshops for equality co-ordinators and education and leisure services managers were held, providing information and an opportunity to test the guidance and template. The revised guidance was circulated to all establishments which have now embarked on a programme of impact assessing existing policies and new policies as developed. The working group are carrying out the impact assessment of education authority policies.

Consultation

3.11. Our pages on Renfrewshire Council's website are accessible. The scheme and action plan can be found there and the website will be used in our consultation activity.

3.12. To ensure continued consultation, we have established an equalities steering group. Membership of the group includes representatives of senior management from all sectors of education, the teaching unions, the educational psychology service, the specialist peripatetic service, parents and authority representatives.

- 3.13. The equalities steering group will take the lead on consultation with service users: pupils; parent groups; and the local community. Employees will be consulted through mechanisms established in relation to Renfrewshire Council's gender equality scheme.
- 3.14. Renfrewshire Council's joint negotiating committee (JNC), has established an equalities sub-committee to assess the impact of the scheme on teaching staff.

Monitoring

- 3.15. We will continue to monitor our services to ensure that they are accessible to men and women, boys and girls, and to ensure that service users are satisfied with our services. We will use information from impact assessments and complaints, to add to our evidence base and to influence future actions.
- 3.16. Data is currently collected and analysed by gender to quantify:
- a the number of pupils on the school roll;
 - b educational attainment at key stages within the 5-14 national testing framework and Scottish Credit and Qualifications Framework (SCQF);
 - c pupil attendance;
 - d exclusions from primary and secondary schools;
 - e leaver destinations;
 - f pupil forum membership;
 - g parent council membership; and
 - h number of complaints received by the education authority on the corporate complaint form with equality data provided.
- 3.17. Data for 2006-2007 is included below. Figures for the session 2007-2008 will be available in the next report.

A. School Roll By Gender

	Boys	Girls	Total
Primary	6742	6615	13357
Secondary	5647	5721	11368
Special	196	103	299
Total	12585	12439	25024

External Provision

	Boys	Girls	Total
Day placement	40	7	47
Residential placement	32	6	38
Total	72	13	85

B. The percentage of children in Renfrewshire schools achieving appropriate qualifications for stages 5-14

B1. Percentage of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 levels for their age:

	Boys	Girls
Reading	84%	89%
Writing	74%	84%
Mathematics	87%	88%

B2. Percentage of S2 who have met or exceeded level E in reading, writing and maths by the end of S2:

	Boys	Girls
Reading	69%	72%
Writing	48%	64%
Mathematics	64%	67%

B3. Percentage of original S4 cohort who, by the end of S6 have attained SCQF Level 3 or better in English and maths (Standard Grade 1-6):

	Boys	Girls
English	94%	95%
Mathematics	92%	94%

B4. Percentage of original S4 cohort who, by the end of S6 have attained 5+ awards at SCQF level 5 or better (Standard Grade 1-2):

Boys	Girls
42%	55%

B5. Percentage of original S4 cohort who, by the end of S6, have attained 3+ awards at SCQF level or better (3+ Highers at A-C):

Boys	Girls
26%	34%

B6. Percentage of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 6 or better (5+ Highers at A-C):

Boys	Girls
16%	21%

B7. Percentage of original S4 cohort who, by the end of S6, have attained 1+ award at SCQF level 7 or better (1+ Advanced Higher at A-C):

Boys	Girls
10%	13%

C. Percentage Attendance Rate:

	Boys	Girls
Primary	96%	96%
Secondary	91%	90%
Special	94%	95%

D. Exclusion Incidents

Boys	Girls
1336	307

E. Leaver Destinations

Gender	Total Leavers	Higher Education	Further Education	Training	Employment	Unemployed Seeking Employment	Unemployed NOT Seeking Employment	Not Known
Male	1015	27.6%	15.4%	7.2%	32.9%	14.2%	0.5%	2.3%
Female	1030	34.7%	27.8%	2.9%	24.3%	7.3%	1.7%	1.5%

Source and percentages from Careers Scotland.

F. Pupil Forum

Since August 2007, 146 pupils have participated in Renfrewshire's pupil forum, 66 boys and 80 girls. This compares to 152 pupils involved in 2006-2007, 72 boys and 80 girls.

G. Parent Council

All Renfrewshire schools have an established parent council. The membership data collection exercise is not yet complete. Membership will be monitored in relation to equalities through a voluntary membership survey.

H. Complaints Received in Headquarters

Complaints received in Headquarters	
Total Received	64
Total Received on Corporate Form	24
Female	12
Male	6
Equality Information not Provided	6

- 3.18. In addition to gathering quantitative data, qualitative data from a variety of sources will be considered:
- analyses of complaints or customer feedback;
 - staff, pupil and parent or carer surveys undertaken to inform self-evaluation approaches and the external inspection process;
 - research projects; and
 - information from key partners in health and social work.
- 3.19. Qualitative data informs priorities within the action plan and successful outcomes. It also highlights the range of barriers which gender inequality may impose.
- 3.20. Appendices 2 and 3 provide qualitative data on:
- meeting the aim of celebrating all forms of success at authority level through recognition of young achievers as identified in paragraph 3.4; and
 - good practice in relation to gender equality in secondary, and primary schools and nurseries.
- 3.21. Education authorities are required to ensure that the establishments they manage:
- gather information on the effects of their policies and practices on gender equality;
 - assess the impact of those policies and practices on gender equality;
 - carry out steps to meet the duty; and
 - report on these activities.
- 3.22. Each establishment will be requested to provide a report, to include the following, at the end of each session:
- information gathered on the effect of policies and practices in relation to the extent to which they promote equality between male and female pupils;
 - methodology;
 - use made of the information;

- impact assessment;
- use made of results; and
- contribution to implementation of the authority's action plan.

3.23. The equality steering group will develop advice to schools on the use of the One Scotland Gender Equality Toolkit for Education Staff. This is a Scottish Government publication which was launched in September 2007.

3.24. We take advice from the council's procurement service in relation to ensuring that contractors providing goods, facilities and services to education and leisure services meet our procurement criteria for gender equality. We take advice from the chief executive's department in relation to ensuring our grant processes address equality issues.

4. Workforce monitoring data

4.1. Renfrewshire Council is establishing workforce data monitoring systems which take account of age, disability and gender. They will be used in relation to education and leisure services workforce planning to ensure equality and diversity.

4.2. Renfrewshire Council has a management information system, ResourceLink, which allows production of reports on staffing matters. Data currently available is shown below.

4.3. Percentage of highest paid earners who are women

	2004-05	2005-06	2006-07
Percentage of highest paid 2% of earners among council employees who are women	25.4 (34 women)	27.4 (37 women)	31.1 (45 women)
Percentage of highest paid 5% of earners among council employees who are women	32.9 (104 women)	36.77 (121 women)	42.6 (145 women)
Percentage of highest paid 2% of earners among education and leisure service workers who are women	57.14 (8 women)	46.15 (6 women)	46.66 (7 women)
Percentage of highest paid 5% of earners among education and leisure service workers who are women	64 (32 women)	68.5 (37 women)	64.81 (35 women)

This indicator excludes teachers.

- 4.4. Gender breakdown of staff by level is shown in the table below. Please note at present, data on teachers is not being broken down by designation ie the teachers category includes head, depute, principal, and basic grade teachers.

	Senior Managers	Middle Managers	Teachers	Other Staff	Total
Male	23	10	431	213	677
Female	24	18	1407	1644	3093

- 4.5. Gender breakdown of applications for posts in education and leisure services between 1 July 2006 and 30 June 2007 is shown in the table below.

Gender	Secondary	Primary	Special	Pre-5	Other	Total
Male	8	3	2	0	160	173
Female	16	35	12	12	334	409
Not Disclosed	33	76	17	18	659	803
Total	57	114	31	30	1153	1385

- 4.6. Gender breakdown of staff involved in discipline and grievance procedures between 1 July 2006 and 30 June 2007 is available. This cannot be published due to data protection, issues of confidentiality and the small numbers involved.
- 4.7. 1412 education and leisure services staff attended corporate training courses between July 2003 and 31 March 2008, 1154 women and 258 men. This is the equivalent to 37.31% of the female workforce and 38.10% of the male workforce.

Implications of this report

- 1. Financial Implications**
None.
- 2. Personnel Implications**
None.
- 3. Community Plan Implications**
 - Social Inclusion - The gender equality scheme will enhance social inclusion and tackle discrimination against people based on gender.
 - Modernising Government - The gender equality scheme outlines education and leisure services' commitment to ensuring access of men and women and male and female pupils to our services.

Sustainable Development - The gender equality scheme outlines an approach to assessing our policies and services to make them more sustainable and easier to access.

4. Legal Implications

The gender equality scheme has been developed to meet the council's obligations under the Equality Act 2006 and the Sex Discrimination (Public Authorities)(Statutory Duties)(Scotland) Order 2007.

5. Property Implications

None.

6. Information Technology Implications

None.

7. Equal Opportunities Implications

The implementation of the gender equality scheme will play a significant role in promoting equality of opportunity and tackling discrimination.

8. Health and Safety Implications

None.

Education and Leisure Services
ESM/SK/CK/LJ/LG
14 May 2008

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**Renfrewshire Council: Education and Leisure Services
Gender Equality Scheme Action Plan
2007 - 2010**

Theme 1 - eliminate unlawful discrimination and harassment

Outcome	Key Action	Responsibility	Performance Indicator	Progress
1.1 Boys and girls, women and men are not discriminated against	1.1.1 Gather information on how education and leisure services affect men and women, boys and girls.	Performance Manager, Heads of Establishments	Information used to inform service planning and delivery and to ensure no discrimination occurs	Performance manager has plans to survey head teachers and identify special provision for either gender to ensure equality of service provision (task to be linked to actions 2.5 and 2.6) Ongoing discussions to determine the optimum way of gathering gender data.
	1.1.2 Undertake equality impact assessment programme on existing and new policies and services for gender impact to inform service delivery.	Customer Support Manager, Heads of Establishment	Appropriate policies assessed for impact and action plans developed	Guidance produced. Workshop took place Jan 2008 and Feb 2008. Programme of impact assessment being undertaken by schools and the former race equality working group.
	1.1.3 Report annually on progress with our gender equality scheme and associated action plan	Customer Support Manager	Annual report to education policy board	First report 29.05.08
	1.1.4 Report annually on gender data related to <ul style="list-style-type: none"> • number of pupils on the school roll • attainment, average tariff scores • exclusion 	Customer Support Manager	Annual report to education policy board	Included in first annual report to board due 29.05.08.

Theme 1 - eliminate unlawful discrimination and harassment

Outcome	Key Action	Responsibility	Performance Indicator	Progress
<p>1.2 Pupils and staff are tolerant and respectful and understand and celebrate diversity</p> <p>1.3 Consultation process contributes to compliance with gender equality duty</p> <p>1.4 Improved participation in data provision enabling more effective service redesign</p>	<ul style="list-style-type: none"> • attendance • leaver destinations • workforce <p>1.1.5 Review plan every three years</p> <p>Monitor incidents of harassment on a six monthly basis in line with guidance on dealing with harassment to inform annual reporting</p> <p>Consult staff, service users, parent councils, pupil forum, trade unions and partners on our gender equality objectives</p> <p>Parents and pupils informed of the need to gather information to promote equality of opportunity between men and women, boys and girls, by incorporating a statement in school handbooks</p>	<p>Customer Support Manager</p> <p>Customer Support Manager</p> <p>Customer Support Manager</p> <p>Customer Support Manager</p>	<p>Review reported to education policy board</p> <p>Monitoring system operational and monitoring data acted on</p> <p>Objectives established and communicated, acted on and progress reported annually</p> <p>Statement appears in school handbooks</p>	<p>Report due before end June 2010. Monitoring and reviewing calendar to be agreed by equalities group, Spring 2008</p> <p>Monitoring system to be discussed at equalities group meeting, Spring 2008.</p> <p>Discussion at equalities group meeting, Spring 2008. Equalities sub group of JNC (joint negotiating committee) established January 2008.</p> <p>Statement incorporated in school hand book guidelines, October 2007.</p>

Theme 1 - eliminate unlawful discrimination and harassment

Outcome	Key Action	Responsibility	Performance Indicator	Progress
1.5 All staff will have enhanced professional knowledge, skills, expertise and understanding and feel more confident in carrying out their duties in relation to gender equality	Support and develop skills of our staff	Heads of Establishments, Heads of Service	Data from professional review and training opportunities undertaken	Staff development working group has been re-established. Data to be gathered through CPD online catalogue system.
1.6 Have the right people with the right skills in the right job at the right time	Participate in corporate workforce planning and equality group and JNC equalities sub group	Customer Support Manager	Data on gender in relation to staff grades, appointments, promotion, discipline and grievance	Data provided by corporate personnel to contribute to ELS workforce development plan. Further discussion needed. Teachers' application form now gender neutral.
1.7 Boys and girls, men and women are not harassed or bullied on grounds of gender	Review policy on tackling bullying in Renfrewshire to ensure it incorporates gender equality, homophobic bullying and sexual harassment	Customer Support Manager	Policy reviewed and circulated	Timeline established. Paper to be prepared for approval by education policy board, June 2009 for implementation September 2009. Discussion has taken place with the educational psychology service to investigate a research project to support production of guidance on monitoring.

Theme 2 - promote equality of opportunity between men and women, boys and girls

Outcome	Key Action	Responsibility	Performance Indicator	Progress
2.1 Excellence in promoting gender equality is recognised by school quality assurance frameworks	2.1.1 Identify gender equality objectives and keep these under review	Customer Support Manager, Heads of Establishments	Review of gender equality objectives and progress in achieving them reported annually	To be incorporated in equalities group communication plan (action 1.3)
	2.1.2 Provide information to schools on: <ul style="list-style-type: none"> the principles of and processes associated with the gender equality duty education authority action schools action desired outcomes the HGIOS3 based self evaluation toolkit key issues existing areas of gender inequality 	Customer Support Manager	Presentation delivered at head teachers meetings	First set of presentations delivered to head teachers and managers, November 2007. Delivered to equality coordinators, January 2008 Head teacher training on HGIOS3 carried out in Autumn 2007. Pilot review in one primary school, January 2008. Rollout for use in school review programme from August 2008
	2.1.3 Tackle the gender gap in pupil attainment: <ul style="list-style-type: none"> whole school approach involving parents, pupils and staff re-assess learning, teaching and assessment methods for gender bias 	Heads of Establishments School Review Team	Evidence of discussion and action by parent councils, pupil councils, staff Evidence of assessment and follow	Ongoing discussion with parent councils, pupil councils and staff, and within the school review team process. Overview of school improvement plans.

Theme 2 - promote equality of opportunity between men and women, boys and girls

Outcome	Key Action	Responsibility	Performance Indicator	Progress
2.2 Curriculum promotes and supports gender equality	Ensure choice, breadth and balance of the curriculum to foster the promotion of equality, ensuring all developments associated with A Curriculum for Excellence consider the gender dimension	Head of Children's Services, Headteachers	up action plans Evidence of consideration of the gender dimension in all developments associated with A Curriculum for Excellence	Individual planning takes account of potential gender bias Review and selection of resources includes the gender dimension
2.3 Girls and boys make choices in terms of subjects they study and the experience they gain which fit with their aspirations and abilities and are not tainted by gender assumptions	Challenge gender stereotyping in: <ul style="list-style-type: none"> subject choice work experience placements 	Education manager (Learning and Teaching), Headteachers	Data on subject choice by gender to establish baseline and future targets Data on work placement/experience by gender to establish baseline and future targets	Education manager (performance and planning) to develop system for data collection. The vocational programme provides evidence of opportunity for boys and girls to take on non-traditional roles. Take up is not high. Maximisation of outcomes within financial limits.
2.4 Gender equality will be promoted at establishment level, this will be recognised through self evaluation and external inspection	Schools will: <ul style="list-style-type: none"> include gender impact assessment in the school improvement planning process gather data on the effects of policy and practice contribute to achieving the 	Heads of Establishments	Impact assessment carried out Self evaluation data reported to the education authority Progress on implementing the	Education manager (learning and teaching) to incorporate in sector plans. Discussion of data collection by equalities steering group, Spring 2008. Discussion of data collection by

Theme 2 - promote equality of opportunity between men and women, boys and girls

Outcome	Key Action	Responsibility	Performance Indicator	Progress																
2.5 Awareness will be raised and practice across all establishments will improve	education authority's gender equality scheme and report annually on activities		scheme reported annually to the education authority. Annual report available to education authority	equalities steering group, Spring 2008.																
	<ul style="list-style-type: none"> maintain a copy of the authority's scheme 		Authority's scheme available in each establishment	Circulated November 2007.																
	Analyse establishments' audit of current practice to promote gender equality, identify gaps and share results	Customer Support Manager	Excellence in promoting gender equality is recognised and disseminated	Initial discussion at equalities group, Spring 2008																
2.6 Physical activity, sport and health strategy contributes to healthier lifestyles and improved mental health for young people	2.6.1 Encourage more girls to participate in sport and PE at secondary level	Leisure and Cultural Services Manager, Link QIO	Number of girls at secondary level participating in PE.	100% of female pupils S1-S4 participate in PE																
			Number of girls participating in active schools dance and sport initiatives	2006/07 participant sessions in active schools																
				<table border="1"> <thead> <tr> <th></th> <th>Primary</th> <th>Secondary*</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>87,737 (50.2%)</td> <td>72,373 (61.3%)</td> <td>160,110 (54.74%)</td> </tr> <tr> <td>Female</td> <td>86,720 (49.7%)</td> <td>45,657 (38.6%)</td> <td>132,377 (45.26%)</td> </tr> <tr> <td>Total</td> <td>174,457</td> <td>118,030</td> <td>292,487</td> </tr> </tbody> </table>		Primary	Secondary*	Total	Male	87,737 (50.2%)	72,373 (61.3%)	160,110 (54.74%)	Female	86,720 (49.7%)	45,657 (38.6%)	132,377 (45.26%)	Total	174,457	118,030	292,487
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Theme 2 - promote equality of opportunity between men and women, boys and girls

Outcome	Key Action	Responsibility	Performance Indicator	Progress
	2.6.2 Promote well-being and confidence through increased opportunities for physical activity	Leisure and Cultural Services Manager Heads of Secondary Schools, Link QIO	Number of female volunteers recruited through active schools	*ASN – no local breakdown available, SportScotland report nationally on ASN Number of volunteers 2006/07 Male volunteers 48 Female volunteers 48 Activities available 2006/07 Primary 59 different activities 8,505 activity sessions Secondary 72 different activities 4,204 activity sessions
	2.6.3 Promote social inclusion and equal opportunity within sexual health and relationship education	Leisure and Cultural Services Manager, Link QIO	Increased opportunities for physical activity Increased number of young people participating	Revised policy developed Consultation has taken place. Policy in development.
2.7 Improved gender balance across the school workforce	Monitor make up of workforce and use information to promote gender equality	Head of Resources, Performance Manager, Customer Support Manager	Percentage of men and women at different levels within workforce	Corporate personnel have provided draft data for further discussion. Audit Scotland data included in board paper 29 May 2008.

Young Achievers

One of our aims is to ensure that all forms of success are celebrated in establishments and at authority level. At authority level we hold 2 annual celebrations to recognise and present certificates to young achievers. At the 2008 ceremonies, 193 boys and 263 girls were recognised.

Young Achievers Primary and pre-5 pupils were recognised for:

- performing;
- showing courage and a positive attitude;
- participating in field and track events, badminton, swimming, gymnastics;
- organising rotas for litter monitoring;
- learning to walk;
- planning the school's anti-bullying week;
- winning an educational magazine competition;
- being an excellent role model for fellow pupils;
- acting quickly and calmly in a difficult situation;
- helping the environment and keeping school grounds clean;
- planning an enterprise Christmas event;
- donating unused glasses to benefit people in other countries;
- hosting a Burns supper;
- hosting the first Armistice service;
- being heroic, staying calm, and calling an ambulance;
- winning Renfrewshire council calendar competition;
- designing and marketing a game to help younger children learn;
- designing a logo;
- winning the 'Voices in Paisley' festival competition;
- winning a poster design and a screensaver competition;
- organising charity events eg participating in cycle rides, sponsored swim, raising money for children in need, singing solo to raise money for Accord Hospice;
- developing a script and filming a news flash;
- acting in an extremely responsible and mature manner when faced with a dangerous situation;
- having work displayed in the 'look at our world' art competition;
- working as part of a team from a mainstream primary and from a special school to complete tasks;
- participating in Burns night celebration;
- raising awareness about sectarianism;
- participating in a musical festival;

- organising a visit to an old folks home, and a coffee morning for the residents attending;
- achieving a grant award to improve the school playground;
- joining Provost Lawson and Lord Provost Grub to remember Private Evans who was awarded the Victoria cross;
- being selected to appear in a Scottish Government TV advert encouraging people to recycle;
- dedication to cheerleading;
- dedication to highland dancing;
- planning an assembly for parents and families and entertaining with singing, dancing, poetry and playing musical instruments;
- planning and hosting an afternoon to show parents and families a range of activities;
- being determined to stick in at nursery and get involved in daily activities;
- being strong and resilient after a tough time, and helping a younger pupil having to deal with the same situation;
- completing the 42 mile River Ayr Way;
- helping out at Erskine Hospital by turning on the tree of honour lights and being a choir then raising money by hosting a teashop;
- learning about sectarianism; and
- creating and publishing a healthy recipe book for charity.

Certificates were awarded to secondary pupils for:

- various sporting achievements, including training with Scotland squad, winning the Scottish schools open netball competition, Scottish indoor rowing championship, hockey, swimming, contribution to under 13's football coaching, elected to attend a Brazilian football academy, achieving black belt in karate, planning and implementing a 5-a-side football tournament for primary 7 pupils, winning medals in the Renfrewshire road race, membership of a team which won national cross country awards, membership of the Scottish senior women's cricket team, track running, golfing, basketball, wind surfing Scottish champion and competing in the junior wind surfing championships in Italy, junior sports personality of the year, gymnastics, Scottish champion Tae Kwon Do, international volleyball player;
- participating in competitions, including Johnstone Rotary young artist, Renfrewshire road safety calendar, make it in Scotland competition, stock market stacking challenge, proshare student investor challenge, anti-litter poster competition, world wide geography competition, national accordion championship, senior mathematical challenge, local heat of future chef, chartered institute of management work shadowing project, learning for life competition, tomorrow's inventors design competition, and young musician of the year competition;
- Charity work including organising and arranging distribution of food parcels for senior citizens, helping Brownies for over 4 years, promoting fair-trade in the school and local area, raising funds for St Vincent's hospice, organising a

bake sale and raising money for Erskine Hospital, organising a talent show and Christmas musical to raise money for Shelter, giving up time to help homeless people in a church soup kitchen every Saturday and spending a week in India working at an orphanage, giving up free time to help at Lamont farm tending the animals and being a part of the team which runs the farm as well as raising money to keep the farm going;

- commitment to involvement in the life of the school including, contribution to a local community, designer of school Christmas card, excelling in academic work and extra curricular activities, musical contribution, talented linguist helping younger pupils with modern languages, playing accordion for pupils and at community events, helping to clean up the school grounds after complaints about litter, organising the big spring clean 2007 and raising awareness of the environment, organising a team to help upgrade the Linwood community garden working alongside community workers, attracting sponsorship and making the area suitable for younger people, being an outstanding pupil;
- designing and painting a wall mural which has greatly enhanced the children's accident and emergency ward at the RAH;
- outstanding ability in art;
- outstanding ability in hairdressing;
- ambassadors for whizzkids in Scotland;
- co-host of Renfrewshire holocaust memorial service;
- establishment of high school bank;
- being an outstanding student;
- being elected a member of the Scottish youth parliament;
- selected for careers Scotland space school;
- members of the school accordion band;
- winning a national title for highland dancing;
- members of the schools association of people with a disability give up time for a club for adults and young people with special needs every Friday;
- play in a band for HIT THE BEAT project, raising awareness on drugs and alcohol;
- members of the youth senate;
- raising pro-life issues;
- highly motivated pupil, top marks in the certificate in financial service exam;
- dedicated pupil with the will to pass her subjects;
- member of Renfrewshire's youth forum and raising awareness on drug and alcohol purchasing
- member of the Christian union creating a rap about Christianity;
- working with TESCO to help regeneration of the Linwood village;
- producing a film to explore the myth of nothing to do in Renfrew, and winning an Asdan award;
- saving a small dog, which was being attacked by a larger dog;
- being a dedicated cheerleader - Scottish, British and European champion;
- being brave and helping a family friend deal with a heart attack, putting heartstart training to good use;
- group of students who keep the school updated with news and events through the plasma screen;

- Mark Scott leadership for life award; and
- training week in Skye learning about leadership qualities and skills and putting these skills to use on return.

Good Practice

Secondary

Curriculum – no ‘boys’ or ‘girls’ subjects though the numbers opting at later stages may not always be equal.

Common course S1 and S2.

Options choice programmes – choices based on ability / progress / appropriateness for career aspirations; we currently have a good uptake in technical subjects for girls, particularly in graphics.

Boys actively engaged in Home Economics – they enjoy the cooking or at least its outcome!

Information given to pupils in relation to careers advice promotes equality and diversity.

Role stereotyping tackled in an assortment of subjects – English, Social Education – however we are still battling against ingrained traditional views which are still applied within the community.

Sporting activities and PE – many classes co – ed; some difficulty here in team games, otherwise general acceptance.

Extra curricular teams – both boys and girls football teams, the latter being the most successful.

In S6 we have a leadership team – no Head boy or Head girl. It could be possible indeed likely that there would be more girls than boys in it.

Still some way to go on how staff deal with inappropriate / unacceptable behaviour with boys the more likely to suffer more severe punishment / be offered less flexibility.

The staff are aware of differences in performance between boys and girls in terms of exam results, National Tests, etc, and are therefore aware of the need to address such issues where they occur in their subjects.

Primary

Equal opportunities policy which deals with gender.

Book Buddies for Boys – to provide younger boys with older male role models.

Careers Scotland Materials – deal with stereotypes in the workplace.

Girls Groups – to promote emotional literacy in P7 girls to prepare them for transition.

Story Sacks – to encourage reading enjoyment for boys and girls.

Monitoring of attainment, pace of learning and classroom environment to ensure equality across gender.

Raising achievement of boys.

Fair selection process when allocating jobs within classes/school.

Equal status when deciding on teams for football.

Opportunities for extra curricular activities given to both boys and girls eg not just girls for netball, not just boys for basketball.

Pastoral support for boys by role model of DHT.

Home link worker involved in lunch club for vulnerable pupils P4-P7 – quite often boys.

TLC club with home link worker too – includes boys P1-P3.

P3 Screening.

PIPS assessment in P1.

Reading material specifically for boys (mostly non-fiction) and easy read books which look older for those with reading difficulties.

Opportunities for all to become playground pals / pupil council members / other pupil groups (eg eco group).

AifL, “thinking time”, enabling everyone the opportunity to answer orally.

Learning styles with links to ACfE methodologies.

Grid club for girls.

We have introduced a new batch of library books designed to appeal to boys and encourage them to read for pleasure. We have also introduced phonic games in the lower stages with themes directed particularly towards the boys to make learning phonics more interesting. We have also encouraged some boys in the upper stages to attend netball training and play in our school team.

In school we have mixed gender groupings for all areas of the curriculum and all activities. We even line up in mixed gender groups!

Boys and girls are encouraged to participate in events such as football training, dance etc. Boys monitor in young classes. Sports events are run in mixed groups.

Computer club for girls.

Grant obtained to provide books relevant to boys and to involve local community in story telling.

Representation on pupil bodies on an equal basis.

Through active learning and pupil choice we are meeting and developing boys' and girls' education needs.

Staff development undertaken to ensure gender awareness and to consider all discrimination issues.

The ethos and practice in the school is one of inclusion and equality for all pupils.

The evaluation of the "Joining the Learning" initiative that is currently being developed in the school indicated that the method of learning and teaching appeared to have good results in boys' reading. Many of the boys showed that they were keen to develop their reading skills. They actually sought out books to read often of different genres, and some of them commented that at home they would now read a book.

Developing all pupil's writing skills is included in the school improvement plan for next session as attainment in this area is below authority average. However, there is a challenge in this because the boys consistently underperform compared to the girls. In reading and maths, there is little to choose between the boys' and girls' scores but in writing there is a marked difference.

Targeted reading schemes for boys. Gender issues are a big element of the learning to play initiative in the infant department.

The school should take every opportunity to encourage a positive approach to and a positive representation of differences, whether these differences are to do with disability, gender, race, religion or social circumstances.

The curriculum encourages pupils to recognise and to challenge prejudice and injustice.

The school takes positive action to encourage dialogue with and participation from parents and guardians who might themselves find it difficult to initiate contact.

The school is committed to helping every child to achieve to the maximum of his or her potential. We reject gender stereotyping. No avenue should be closed to persons of either sex.

In its organisation, through all its policies and by the examples set by its teachers, the school must seek to offer a model of a community where gender equality is a reality.

The DHT will have responsibility for gender equality. She will keep abreast of educational developments in the area of effective teaching for boys and girls, will disseminate new ideas and will ensure that the issues are kept under review.

The school will pay heed to lessons emerging from research evidence about effective teaching/learning styles, in issues like classroom organisation seating strategies, composition of groups.

More motivating language resources in programme to maximise boys' interest.

Transition programmes and nursery/P1 nurture classes target disaffected boys.

One cluster of schools developed a policy on Equal Opportunities – Gender. This has been circulated as an example to all schools.

Nursery

Through books, posters, and jigsaw puzzles showing positive images ie lady firefighters, men ironing etc. Children are encouraged to access all resources and dressing up clothes in the playroom. Boys play with prams and girls build.

The nursery is committed to helping every child to achieve to the maximum of his or her potential. We reject gender stereotyping. No avenue should be closed to persons of either sex.

In its organisation, through all its policies and by the examples set by its key workers, the nursery must seek to offer a model of a community where gender equality is a reality.

The headteacher will have responsibility for gender equality. She will keep abreast of educational developments in the area of effective teaching for boys and girls, will disseminate new ideas and will ensure that the issues are kept under review.

Use of clipboards with boys to encourage use of pencils. Football coach provides an excellent male role model for the children.