

# Education Standards and Quality Report

September 2024



Achieving Equity and Excellence in Renfrewshire



Renfrewshire  
Council





# Contents

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Introduction .....	4	How well did we do? .....	23
About this report .....	5	Inclusion.....	24
Renfrewshire Council Plan Strategic Outcomes.....	6	Families and Communities .....	32
Our Values .....	7	Curriculum, Learning, Teaching and Assessment .....	44
Renfrewshire Children’s Services Vision .....	8	Performance Information.....	64
Children’s Services Improvement Plan Priorities .....	9	<b>Appendix.....</b>	<b>74</b>
Local Context .....	10	<b>Appendix A</b>	
Successes and Achievements .....	11	Scottish Government Education Workforce Support— Professional Learning.....	75
Pupil Equity Funding (PEF).....	16	<b>Appendix B</b>	
The Promise .....	18	Future Paisley Pathway Programme Evaluation Report .....	78
Portfolio Planning .....	22		

# Introduction

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**On behalf of Children’s Services, we are delighted to present to you our annual Standards and Quality report. This report is a tribute to the many superb achievements of Renfrewshire’s children, young people, staff and partners over the academic session 2023/24.**

We are committed to providing the best possible service for our children, young people and families. This report highlights the progress and impact related to key portfolio themes: Curriculum, Learning, Teaching and Assessment; Inclusion; and Families and Communities. These themes have been underpinned by our commitment to equity and excellence and demonstrate our continued determination to close the poverty-related attainment gap, whilst raising attainment for all.

The ambition shown by our staff, children and young people has been outstanding and has ensured that we have continued to make improvements and deliver a high-quality service. We are very proud of the successes and achievements and would like to thank everyone for their dedication to doing their very best for Renfrewshire’s children, young people and families.

We hope this Standards and Quality Report for 2023/24 provides you with a clear insight into how we work in partnership, setting the highest expectations and ambitions for all to deliver the best possible service.



**Councillor Emma Rodden**  
Convener Education  
and Children’s Services



**Janie O’Neill**  
Director of Children’s Services

# About this report

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## Standards and Quality report

This report sets out the progress made towards achieving the outcomes set out in our Education Improvement Plan for 2023/24 and focuses on the impact we have had.

## How have we gathered evidence for the Standards and Quality report?

A range of evidence, and consultation with stakeholders including external partners, was used to measure our progress. This included:

- Analysis of attainment and achievement data
- School and Early Learning and Childcare (ELC) Standards and Quality reports and annual improvement plans
- School and ELC self-evaluation returns on HGIOS/HGIOELC Quality Indicators 1.3, 2.3, 3.1 and 3.2
- Quality Improvement Visits to establishments and Education Manager reports

- Renfrewshire's GIRFEC review and refresh
- Development Officers' impact reports
- Attainment Adviser tri-annual reports
- Academic partner impact reports
- Survey information
- Care Inspectorate reports and feedback from Education Scotland inspections
- Professional learning evaluations
- Consultation on a variety of topics with Heads of establishment, staff, children and young people and partners
- Participation statistics related to aspiring leaders at all levels of the programme and analysis of their career progression
- Accredited and internal award statistics

Through our rigorous self-evaluation, we identify where we are performing well and areas that require further improvement. In this way we can target our priorities for improvement over the coming year.



# 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.



# Children's Services Improvement Plan Priorities

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Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty

Place children and young people's human rights at the heart of the planning and delivery of services that affect them

Protect the most vulnerable members of our communities, including children and young people who are at risk

Support and nurture our children, families and communities

Create the best possible learning estate to allow children and young people to thrive

Raise attainment and enhance learning and teaching in an inclusive environment

This report describes the progress made in taking forward our 5 strategic priorities above and the positive impact of this work on our children and young people. 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

## Local Context

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**27,491**

children and young people in early years, primary, secondary and additional support needs schools and centres

**11**

secondary schools

**50**

primary schools

**23**

early learning and childcare classes 9 of which are extended day and year provision and 1 class for children with additional support needs

**15**

early learning and childcare centres

**45**

early learning and childcare funded providers; 36 nurseries and 9 childminders

**4**

children's houses and supported accommodation for young people leaving care.

**2**

schools for children and young people with additional support needs

### Scottish Index of Multiple Deprivation (SIMD)

Across Renfrewshire, of the 225 data zones, one quarter are in the 20% most deprived areas.

**66** datazones are within the **20%** most deprived areas in the health domain.

**56** datazones are within the **20%** most deprived areas in the income domain.

**58** datazones are within the **20%** most deprived areas in the employment domain.

# Successes and Achievements

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We are very proud to celebrate the huge number of successes and achievements across Renfrewshire schools and early learning and childcare establishments. Some examples include:

## Scottish Book Trust 'Reading Schools' Awards

### Core Level—

28 Primary and 6 Secondary Schools

### Silver Level—

11 Primary and 1 Secondary School

### Gold Level—

11 Primary and 1 Secondary School

Castlehead High, Glencoats, Wallace and West primaries became the first Renfrewshire schools to achieve the new Cluster Reading Schools' status.

Lorraine McAdam, classroom assistant at St Anne's Primary School is this year's winner of the Scottish Book Trust's Learning Professional Award for her work on leading reading developments within her school. This is the second year in a row that the award has come to Renfrewshire.

## Dolly Parton's Imagination Library (DPIL)

Dolly Parton's Imagination Library in Renfrewshire achieved the milestone of gifting 100,000 books in August 2023. This was celebrated with an event at Paisley Town Hall in November. Over 3200 children across Renfrewshire continue to receive a free book each month from Imagination Library.

## Winner—COSLA Excellence Award and Scottish Public Service Award Category 3: Tackling Inequalities and Improving Health and Wellbeing

Renfrewshire's 'Alcohol and Substance Awareness Education Programme'

## Generations Working Together – Excellence Awards 2024

Todholm Early Learning and Childcare Class - Highly Commended for their work in developing a reciprocal learning programme with residents in a local Care Home. Children, families and residents built attachments and supported each other's learning experiences. They hosted weekly sessions together alternating between the Care Home and the ELCC and used the Early Years Dolly Parton Imagination Library with children sharing stories and their passion for reading, expanding this across generations.

## Successes and Achievements

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### Renfrewshire's Nurturing Relationships Approach (RNRA)

Schools' and ELCCs' Accreditation Awards  
(as of June 2024)

Jade (level 1)	59
Ruby (level 2)	26
Amethyst (level 3)	13
Gold (level 4)	9

### Digital Schools Award Scotland

26 primary schools, 2 secondary schools  
and 1 ASN

### Digital Wellbeing Award

5 primary schools, 1 secondary school  
and 1 ASN

### Digital Endorsement Award

1 primary school

### PE, Physical Activity and Sport

#### Sports Scotland School Gold Awards

- Arkleston Primary School
- Barsail Primary School
- Bishopton Primary School
- Dargavel Primary School
- Fordbank Primary School
- Heriot Primary School
- Newmains Primary School
- Rashielea Primary School,
- Wallace Primary School
- Renfrew High School

### LGBT Charter Mark Awards

- Bridge of Weir Primary School
- Johnstone High School
- Castlehead High School
- Renfrew High School
- Gryffe High School (Silver)
- Gleniffer High School (Silver)
- Glencoats Primary School (Bronze)
- Paisley Grammar School (Bronze)
- Kilbarchan Primary School (Bronze)
- Linwood High School (Bronze)

### Education Scotland Inspections

1 secondary school and 5 primary schools  
were inspected in session 23/24 and all  
inspections were positive. Gradings for all  
Quality Indicators inspected were either  
'Good' or 'Very Good'.

30 Early Learning and Childcare settings  
were visited by the Care Inspectorate and  
most inspections were positive.

### SEL Worldwide Model School Status (PATHS awards)

In recognition of their outstanding commitment to social and emotional learning in their establishment.

- Wallace Primary School and Early Learning and Childcare Class
- Moorpark Early learning and Childcare Centre
- Todholm Early Learning and Childcare Class

9 primary schools and 5 early learning and childcare classes/centres have now achieved this status.

### Social Enterprise Academy Dragon's Den Winner

#### Our Lady of Peace Primary School

'Peace Pantry—Giving our families peace of mind'

The children successfully managed to convince the Dragon's to invest in their business. Children raised start-up costs by writing to local businesses and sharing information on social media. Several families benefit from being able to buy staple food items at very low cost on a weekly basis.

The children were invited to receive a Social Enterprise Academy Award at the Awards Ceremony in Edinburgh. They talked about their business with confidence and pride to representatives from Scottish Government, Education Scotland and other Scottish local authorities.

### Eco Schools Scotland Green Flag Award

5 Early Learning and Childcare Centres/  
providers

17 Primary Schools

3 Secondary Schools

### Scottish Young Musician National Final

Molly Reilly S6 (Singer) from **Renfrew High School**—winner of Renfrewshire Schools' Young Musician represented Renfrewshire at the national final.

## Successes and Achievements

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### Renfrewshire Schools' Christmas Evening of Music

Two sell out concerts at Paisley Abbey involving over 340 young performers

Renfrewshire Schools':

- Junior & Senior String Ensembles
- Concert & Symphonic Wind Bands
- Jazz Band
- Senior Ceilidh Groups
- Pipe Bands
- The Choirs of Bridge of Weir & Todholm Primaries

### Renfrewshire Schools' Spring Concert Series

Two sell out concerts at Paisley Town Hall involving over 350 young performers

- Renfrewshire Schools':
- Junior & Senior String Ensembles
- Concert & Symphonic Wind Bands
- Jazz Band
- Junior & Senior Ceilidh Groups
- Pipe Bands
- Gaelic Choir
- National Youth Choir of Scotland
- Pupils from Riverbrae & East Fulton Schools

### Performances

Renfrewshire Schools' Pipe Band performed at the opening and closing concerts of Mòd 2023 with the Senior Pipe Band performing at the UCI World Cycling Championships, Piping Live, Edinburgh Castle, Queen Anne Liner, Renfrew Gala Day and Armed Forces Day.

### Renfrewshire Schools' Senior Pipe Band achieved success at various competitions including:

**1st place**—Gourock Games  
(NovA and Juvenile)

**1st place**—Renfrew Pipe Band Competition  
(Grade 4a)

**2nd place**—Scottish Pipe Band Championships (NovA Senior)



# Pupil Equity Funding (PEF)

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**Pupil Equity Funding (PEF) is allocated directly to schools and targeted at closing the poverty related attainment gap, helping to achieve equity.**

Renfrewshire has created a culture of school empowerment which encourages and enables leaders to make innovative decisions on available spend, based on sound self-evaluation information.

Local authority guidance is provided for schools including an amended PEF planning format and refreshed guidance around reporting on the impact of PEF. Whereas previously PEF planning was woven throughout school improvement plans, a standalone PEF plan was introduced for session 2023-24. The standalone plan has enabled a clearer identification of the rationale for PEF spend and associated intended outcomes and measures while still maintaining the link with the overall school improvement plan.

Planning has also been streamlined to link more effectively with procurement and finance departments. Schools are made aware of the importance of stakeholder engagement in the planning process via the annual guidance. Schools are also encouraged to adopt a participatory budgeting (PB) approach as an effective way to engage with children and young people around PEF planning.

Schools are supported by the Data Analysis team, the Attainment Advisor and Education Managers to plan effectively and to fully invest their PEF in targeted and additional interventions to improve the educational outcomes of children affected by poverty.

In addition, the Data Analysis team support schools to demonstrate the impact of their PEF through case studies and by linking improvements to their school attainment targets.

There is a robust process in place to review PEF planning and reporting. The Attainment Advisor plays an important role in this process, working collaboratively with link Education Managers and Heads of Service. Plans and reports are reviewed against a range of criteria including, for example, the strength of outcomes and measures and the inclusion of a data informed rationale. This process has led to a clear improvement in the quality of PEF planning over the past two years in most schools.

PEF impact visits, involving the Attainment Advisor, feature in the updated Quality Improvement Framework. As a result, it is now possible to identify strengths and areas for development around planning and, importantly, there is strong evidence of impact being gathered. There are many examples of interventions and approaches which have had a positive impact on the attainment, achievement and wellbeing of targeted groups. The information gathered on visits also demonstrated that data is used very effectively to provide evidence of the impact of interventions and to identify improvement priorities.



There have been robust financial governance arrangements in place since the introduction of PEF. Headteachers are provided with clear guidance from the central team, HR and the Procurement team regarding finances, procurement and staff deployment. These arrangements are further enhanced by the support from the Pupil Equity Fund Coordinator, who has oversight of all PEF activity, and supports with the central coordination of these funds. A PEF Governance Board meets regularly to discuss issues related to planning, reporting, staffing, services and goods, and monitors risks associated with the fund. As a result, Renfrewshire has consistently had one of the lowest levels of underspend in the country.



# The Promise

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## The Promise and Education

Our Promise Manager has a lead role in the strategic planning activity relating to The Promise across Renfrewshire. The Promise Manager has a strong understanding of education's purpose, aims, objectives and planned outcomes contributing towards Renfrewshire's Promise activity and plans. The Promise Manager works collaboratively with The Promise Governance structure in Renfrewshire and with the Promise Ambassador to continue to deliver the significant progress made in shaping policy and practice to improve outcomes for our Care Experienced children and young people (CYP). The Promise Ambassador works closely with the Care Experienced community to ensure that their voice is embedded in the work that we do around The Promise.

Renfrewshire's Promise delivery is overseen by a Strategic Promise Oversight Group, which reports to the Children's Services Partnership. This ensures alignment with the Children's Services Plan and facilitates effective implementation. Senior Leaders in Education including the Director of Education, Head of Education and Education Managers play a pivotal role in promoting and highlighting The Promise. In a recent Children's Services staff survey, 76% of respondents strongly agreed or agreed that The Promise is visible and that Promise related activity is underway across the organisation and 76% agreed or strongly agreed that The Promise is having a positive impact on the lives of the children and young people at risk of harm with whom they are working.

We have entered year 4 of this 10-year programme of change with strong evidence of activity across Renfrewshire to #KeepThePromise with significant developments underway and more planned. Delivering The Promise in Renfrewshire is part of a wider vision on improving outcomes for CYP who are more likely to face poorer outcomes because of experience of child poverty, other inequalities, trauma and adversity. The Promise approach in Renfrewshire is clearly aligned with significant other policy areas and part of a wider ambition that Renfrewshire's CYP people are happy, healthy, safe and thriving. The Promise aligned policy areas include United Nations Convention on the Rights of the Child, Getting it right for every child, National Trauma Transformation Programme and wider equalities strategies and legislation. Policies and procedures, e.g., Renfrewshire's Brothers and Sisters Policy and Renfrewshire Language Policy, have been produced in conjunction with children, young people and families.



We make every effort as education professionals to adopt a loving, nurturing approach that encourages a culture where our service users are empowered to ask us about any aspect of our services. Central to our approach to The Promise and our wider policy development work is actively listening to our children, young people and families. For example, across Renfrewshire Schools we conduct surveys and almost all of our schools' young people and families rate their view of talking to schools favourably.

In all our educational establishments we are ambitious for our Care Experienced CYP and The Promise is a key priority for us to ensure CYP who are Care Experienced have all they need to thrive, recognising that they may experience unique challenges. For our Care Experienced CYP our schools are about much more than educational outcomes and are critical for our Care Experienced children to build relationships, friendships, and ambition. They provide day-to-day continuity and a safe, nurturing environment in the lives of Care Experienced children.

## The Promise—Highlights

### Care Experienced Data Dashboard Development

The Children's Services Data and Evaluation Officer collaborated with the Promise Manager to develop the Care Experienced Data Dashboard. This dashboard brings together data in one place, as a convenient tool to track and analyse the wellbeing, attendance, attainment, exclusions, positive destinations and wider achievement of our Care Experienced children and young people. For example, as of April 2024, we were able to evidence a significant reduction in: the number of Care Experienced CYP who had been excluded; the number of exclusion incidents and number of days of education missed to exclusion compared to the same data point capture the previous year.

### Renfrewshire's Promise Keeper Network

There are currently 264 Promise Keepers across Renfrewshire with 86 Promise Keepers in Education. Promise Keepers act as local champions, helping to educate and improve services for Care Experienced CYP. They are central to ensuring The Promise remains at the forefront of service design and delivery. All Promise Keepers undergo training to ensure that they have a good understanding of The Promise and are being supported to fulfil the role.

### Education and Keep The Promise Fund

The Keep The Promise Fund is part of a series of funds within The Promise Partnership which offers funding and support to organisations and collaborations to #KeepThePromise and help drive forward change that matters to children, young people and families. Two Keep The Promise Fund projects are underway in Renfrewshire under the Thematic Challenge Area: Supportive school structure (right to education).

## The Promise

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### Keep The Promise Fund Project 1: Johnstone High School

This Keep The Promise Fund 1 Project (to reduce exclusion of children and young people with Care Experience by ensuring they have a key person who is their advocate, who will support their attendance and participation in education) has been co-produced and designed by our Care Experienced community in Johnstone High School. Our children and young people have shaped the provision that we have for supporting children with Additional Support Needs. Their views are vital in the planning for the professional learning of staff who support children. All the above evidence a learning culture, the voice of our Care Experienced Community and our workforce being heard, co designing and proving us with appropriate challenge.

An aspect of this project involves Contextual Safeguarding activity in Johnstone High School which is delivered by Barnardo's. Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their home

environment. A Contextual Safeguarding approach aims to prevent and disrupt harmful extra-familial contexts, with focus on those causing harm and the spaces where this occurs. This test of change activity will identify how the context of 'education' can better protect against extra-familial harm.

### Keep The Promise Fund Project 2: St Andrews Academy

This project is around transitions from Primary to Secondary for Care Experienced CYP. Transitions are a natural part of school life, however, for some of our Care Experienced young people transitions can be particularly difficult. The project is exploring how through the creation of a Promise Team in our largest secondary we can overcome the issues that "last minute" transitions can cause. This project uses the Promise Team to research what works well from the current transition programme and looks creatively at how this can be amplified to provide intensive support for any child (in particular Care Experienced Child) transitioning to secondary school.

### Communities That Care Curriculum Project

Renfrewshire Council fund this programme, in partnership with Who Cares? Scotland creating inclusive school environments for Care Experienced CYP through a curriculum delivery programme across Renfrewshire Schools (Primary and Secondary). The goal of the programme is to create more caring and inclusive school environments for Care Experienced CYP.

Embedding learning about Care Experience as an ongoing part of the Personal and Social Education (PSE) curriculum from Early Years to S6, and to the wider school community, helps to ensure that the school environment and all children, whatever their background and family circumstances, will: be more empathic and inclusive; increase knowledge and understanding of Care Experience; and support Care Experienced CYP to embrace their care identity and access support. The longer term aims of the programme are: Care Experienced CYP to stay in school longer and improve educational outcomes; an understanding of Care Experience is an integral part of school life; a positive

impact on attitudes within local communities, as CYP grow up to be care-aware citizens; and a reduction of stigma and discrimination towards Care Experienced people of all ages. 32 schools (50%) of all schools in Renfrewshire have received at least Stage 1 Training. All 31 remaining schools have committed to the programme for session 24/25.

‘I think the biggest thing for me is the change around language and using the correct terms not just for myself but for the whole staff. Through organising Training from ‘Who Cares? Scotland’ staff now have a greater understanding of what some of our Care Experienced children have gone through. The Promise has opened my eyes to the support and opportunities that are being provided for our older children in Renfrewshire as well.’

**Depute Headteacher, Primary School**



# Portfolio Planning

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A portfolio management approach to service improvement planning is used to support prioritisation, integration and joint planning, reducing duplication and over-reporting. We identified three portfolios in Children's Services, each led by a Head of Service.

These are:

**Inclusion**

**Families and Communities**

**Curriculum, Learning, Teaching and Assessment**

Each portfolio was 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. Planning teams were established to support with the development and delivery of each portfolio plan. Teams are also responsible for evaluating and reporting at regular intervals throughout the year.

Features of highly effective practice that underpin all portfolios include:

- **Leadership**

Strong strategic leadership in Renfrewshire Council ensures that all decision-making and improvement planning is underpinned by the principles of empowerment. Current leaders and aspiring leaders are very well supported through high quality professional learning programmes.

- **Data Analysis**

Decision making and planning is centred around high-quality data and evidence. A data for improvement culture is embedded at all levels.

- **Career Long Professional Learning**

Creating a collaborative culture where all staff are empowered to fully participate in career long professional learning.

- **Quality Improvement Framework**

Supporting and challenging establishments to improve standards and quality; collaborate, empower, improve.

- **Workforce Planning**

Maximising the potential of new and existing staff to build capacity and improve outcomes for children and young people.

- **School Estate Management Planning**

Providing innovative and creative learning environments which are welcoming to all; learner focused; supportive and inclusive; sustainable; and agile enough to support the needs and aspirations of all users.

- **Partnership working**

Capitalising on partnership working to achieve collective impact and added value.

# How well did we do?

The following sections summarise how well we are doing in achieving the outcomes set out in each Portfolio Plan. The Appendices contain additional case studies/reports which have been developed to provide further evidence of progress and impact.

# Inclusion

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## **GIRFEC (Getting it Right for Every Child)**

Renfrewshire's Children's Services planning partners are committed to improving outcomes for children and young people, with a particular focus on those who are most vulnerable. The Renfrewshire Children's Services Partnership promotes the Getting it Right for Every Child (GIRFEC) approach to enable collective achievement of our vision for children and young people. We are ambitious for all of our children and young people and as such we are working to ensure that those with additional support needs (ASN) have the same access to the range of experiences as mainstream children.

The refreshed staged intervention framework has been embedded through a shared vision and improved integrated working across all services including education, health, social work, voluntary sector and employment & training. Children and young people (CYP) 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. There is improved

teacher confidence in supporting CYP with additional support needs (ASN). Parents/carers and CYP are routinely involved in decisions relating to the support they need to thrive in education.

Feedback on the staged intervention framework highlighted that it: supports a solution-focussed planning approach; streamlines procedures and support; promotes multi-agency planning and use of a shared language; the voices of CYP and family are at the heart of decision-making; encourages more focussed discussions; highlights the strengths of CYP; improves equity of resource and transparency through Staged Intervention Support (SIS) Panel and Education Support and Resource Group (ESRG); and provides robust authority wide training for teaching and support staff. A data dashboard has been introduced to track and monitor allocation of central resource. New systems and processes for referrals to SIS panel and ESRG are now robustly tracked through a triage tracker and the deployment of staff is now clearly aligned with the Staged Intervention Framework.

A refreshed quality assurance framework has been successfully piloted and the information gathered is used to provide targeted support to establishments. Examples of good practice in staged intervention have been shared through the Pupil Support Coordinator (PSC) Forum and through case studies highlighting the impact of joint planning. Areas of focus have been identified from PSC feedback for session 24/25 with a particular focus on SMART targets and chronologies.

Very good progress has been made in relation to the central tracking and monitoring of data. As a result, this informs central planning and decision making. Attendance and exclusion levels of children and young people with ASN are now tracked termly. Transition for children and young people with ASN is tracked through Education Support Resource Group (ESRG) processes ensuring that all children and young people with ASN have an appropriate pathway and enhanced transition. Participation and achievement are tracked through schools' own tracking systems.



The updated Standard Circular 8 (Included, Engaged and Involved – A positive approach to preventing and managing school exclusions) was launched in August 2023 and this gives clear guidance on exclusions and the use of part time timetables. There has been a significant reduction in exclusions for CYP with ASN and/or who are care experienced compared to the same time period in session 2022/23.

For example, in the April to June 2024 period:

- Number of CYP excluded in comparison to session 2022/23 down by 24%
- Number of CYP excluded with ASN down by 37%
- Number of CYP excluded who are care experienced down by 47%.

However, data shows that Care Experience and ASN remain significant variables in relation to exclusion and so this will remain a strong focus in Renfrewshire establishments.

Achievement of a Level (ACEL) data shows an overarching trend of an increase in attainment of CYP with ASN in areas of Reading, Writing, Numeracy and Listening and Talking.

## We are committed to



**Ensuring a knowledgeable and skilled work force with a strong ethos of inclusion**



**Refreshing our use of effective assessment, planning, evaluation, and review processes and procedures**



**Empowering and listening to the voice of parents / carers and CYP with ASN**



**Establishing practitioner forums to share and develop practice and quality assure**



**Ensuring equality of resource allocation for our CYP**



**Effective partnership working across and between all partner agencies**

Coaching and modelling and the use of the Education Scotland resource ‘CIRCLE’ (child, inclusion, research into curriculum learning education) is having a positive impact in supporting quality assessment and planning of interventions for CYP within inclusive classrooms in our Flexible Learning Resources (FLRs). FLR improvement plans have a shared focus on the coaching and modelling approach to ensure a consistent approach is adopted across localities. Evaluations from coaching and modelling training sessions with FLR/ASN staff show that 43% of staff feel confident in delivering coaching and modelling. Building confidence and capacity within the FLR team will continue to be a focus for the next session.

A recent Senior Phase pilot was implemented with a focus on allocating the right support at the right time for CYP through joint planning across mainstream and FLRs. Case studies have captured the impact of joint planning. They demonstrated that for one young person the number of incidents of distressed behaviour/ referrals went from 6 over a 6-week period to no incidents of this nature at all for the rest of the session following the support interventions provided by the school and the addition of external support. For another young person, the number of referrals related to distressed behaviour halved as well as regular attendance at classes and success in class assessments.

## Inclusion

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An Assessment Framework (AF) has been embedded this session to enable practitioners to better identify barriers to learning and to strengthen decision making around the stage of intervention. Within the AF there has been a focus on ensuring that the Educational Psychology Service (EPS) are included at the right time and place to influence discussions, decisions and planning. Stakeholder feedback has indicated that staff and parents have a clearer understanding of the role of the Educational Psychologists. This is based on the negotiation of the EP role, recording of this and desired impact on the AF. Where appropriate, the AFs are fed into the Education Support and Resource Group (ESRG) process to highlight the needs of the young person and the support that they have received from EPS.

An updated Violence and Aggression policy has been developed in consultation with stakeholders and will be launched with a robust training programme for senior leaders and practitioners. Violence and Aggression incidents are monitored weekly by link Education Managers and Heads of Service who collaborate with schools to provide support where appropriate. Examples of good practice

and universal and targeted supports have been shared with Education Managers to enable them to better support and signpost staff.

In 9 Renfrewshire secondary schools, Inclusion Support Assistants (ISAs) provided effective targeted support to over 50 young people in relation to attendance, parental engagement and health and wellbeing. ISAs track and monitor who they support, the reasons for support and approaches and interventions used. To evaluate the impact of this work, pre and post snapshots of wellbeing were gathered from targeted young people using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). ISAs reported that the two most prevalent reasons for engaging with young people relate to issues around attendance and behaviour. Home circumstances and anxiety were also prevalent reasons for engagement. Whilst pre and post cohorts are not identical, there is substantial overlap in who is included in each sample. Wellbeing average scores have improved and the percentage of young people with low wellbeing has decreased. The average wellbeing score of young people was 47.9 – up from the 44.8 seen in the baseline cohort. Of the post-intervention cohort, 23% had scores of 41 and under (low wellbeing), down

from 39% of the pre-cohort. In the majority of cases parents and carers have engaged with the ISAs and have seen high quality engagement.

There is good engagement with our Parent/Carer Additional Support Needs (ASN) Ambassador group - 194 parents/carers and Parent Council Chairs attended ASN sessions and 42 attended Parent Ambassador sessions. This ensures that parents with lived experience know that their views are valued and that their voices help shape our future policies and plans and support us to improve communication with parents across the authority. In session 2024/25, the Parent Ambassador group will create family friendly advice around the updated transition policy and will develop advice for schools on ASN considerations when planning school trips.

### **Universal Approaches to Inclusion**

Building on the feedback from the Associate Directors of Education (ADES) and Education Scotland (ES), universal approaches continued to be successfully developed and embedded in schools and early years centres. These included CIRCLE, Non-Violent Resistance (NVR), Renfrewshire's Inclusive Communication Environment (RICE) and Locality Inclusion Support Networks (LISN). These approaches are underpinned by the principles of Renfrewshire's Nurturing Relationship Approach (RNRA) and interlink with each other.

### **Locality Inclusion Support Network (LISN)**

LISN is a forum that facilitates the understanding and application of staged intervention and inclusion within a peer support setting of senior school leaders across education clusters. LISN is chaired by Head Teachers and supported by EPS. It continues to be an efficient and effective way to collaboratively improve outcomes for children.

There is capacity for approximately 500 children to be discussed and reviewed across the year. As well as structured time to share good practice and areas of concern, there are inputs to the meetings about early intervention resources; new initiatives and training opportunities e.g. Families affected by imprisonment; Ren10 and The Promise.

They are highly evaluated year on year as having a positive impact for children and staff. Chairs indicate how highly they value these meetings: 'I find this the most helpful event I go to, and a one-stop shop for finding out everything I need to know about inclusion'.

### **Child, inclusion, research into curriculum learning education (CIRCLE)**

Almost all schools are now trained in the Education Scotland CIRCLE Framework using a train the trainer model to ensure sustainability. This is an excellent resource that supports quality assessment and planning of interventions for children and young people. It provides support to set up an inclusive classroom environment, uses checklists and planning tools to support professional dialogue, and can be used to document strategies and record professional learning.

### Renfrewshire’s Nurturing Relationships Approach (RNRA)

RNRA is an authority wide, whole establishment, relational and trauma informed approach for supporting the wellbeing of all children, young people, and staff. RNRA is based on enhancing practitioners’ understanding of attachment theory and nurturing approaches and embedding practice related to the six principles of nurture.

All of Renfrewshire’s education establishments across all sectors, as well as 7 early years funded providers, are currently engaged in RNRA.

The Nurture multi-agency steering group supported the development of RNRA, accreditation moderation and organisation of the 2024 Nurture Conference. 200 delegates attended the 2023 and 2024 Nurture conferences, where Renfrewshire establishments shared their RNRA related practice. Evaluations from participants were very positive.

RNRA materials have been mapped with the National Trauma Knowledge and Skills Framework, and the Children and Young People’s Mental Health Framework. Leadership training has been developed to include more explicit training on trauma and how RNRA links with trauma informed practice. Other local authorities have approached Renfrewshire EPS to find out more about the implementation of RNRA to support their nurture development. Members of the lead team also delivered a workshop about RNRA at the West Partnership EP conference to share good practice.

Renfrewshire’s EPS has gathered impact data and triangulated this through consultations with establishments, training evaluations, accreditation submissions, RNRA action plans, Care Inspectorate and School Inspection data and an ADES (Association of Directors of Education in Scotland) Collaborative Improvement visit. Training evaluations indicated increases in knowledge of attachment theory and the importance of relationships, and of the 6 Nurture Principles. Participants rated the training as extremely relevant to their practice (all above

8 on a scale of 10). 59 establishments (77% of all Renfrewshire establishments) have successfully achieved at least one level of RNRA accreditation since the launch of the accreditation scheme in 2020.

The ADES Collaborative Improvement visit highlighted how universal approaches, such as RNRA support with inclusion and with consistency of practice across the Authority:

‘The RNRA discussion session and subsequent visits shared examples of how adopting the same principles of nurture and relationships across schools has allowed for a universal approach in speaking with and supporting CYP and their families. By having access to the same planning framework for all settings, means practitioners will apply the same language across sectors’

### Non-Violent Resistance (NVR)

NVR was developed to address distressed and distressing behaviour in children and young people. It has also been effective where child to adult violence is a concern. Being a systemic intervention model, NVR empowers the whole team around the child to take positive actions to end the cycle of escalation. NVR is a relationships-based approach with an emphasis on connection, repair, raising adult's presence and responding to children and young people's hidden needs. There are three strands to NVR within Renfrewshire; Parent groups, Whole school development embedded within Renfrewshire's Nurturing Relationships Approach (RNRA), and Renfrewshire staff training.

Between August 2023 and May 2024, 67 families were supported on an NVR Parent Group across 4 localities. Support has also been provided to complex ASN parent groups in both of our ASN schools. An anxiety specific group has also been piloted within one of our localities. Survey data gathered from this group of families indicates:

- 87% of parent/carers felt more confident in managing their child's distressed/distressing behaviours.
- 64% of parent/carers reported that the frequency of distressed/distressing behaviour at home had decreased.
- 75% of parent/carers reported that the duration of distressed/distressing behaviour had decreased.

Across the authority there are now 24 establishments implementing the whole school NVR approach and several more have identified NVR in their school improvement plan for session 2024-2025. Evaluation data from trained staff in establishments shows that 77% of respondents feel that their confidence in de-escalating distressed and distressing behaviour has increased. In terms of how it supports practical strategies for resisting this type of behaviour, respondents rated it as 7.53 (out of 10) and overall rated the training as 8.10 (out of 10) regarding relevance to practice.

### Emotionally Based School Avoidance (EBSA)

During session 2023-24, our EBSA development team worked closely with a group of secondaries and primaries and with a multi-agency steering group to develop and pilot an effective approach to supporting attendance and EBSA in Renfrewshire's establishments.

The Educational Psychology team worked closely with targeted schools during the session 2023-24, to develop their understanding of: EBSA, patterns of non-attendance in their establishments, and interventions to support attendance. Schools were brought together for support and development groups where they shared their interventions and findings.

Interventions developed or under development by the Renfrewshire EPS, the Steering Group and the pilot schools include:

- Developing Renfrewshire-wide attendance policy (thresholds, responses, consistent processes)
- Revising SEEMIS coding guidance which has led to improved accuracy in non-attendance data

## Inclusion

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- Developing a Local Authority message campaign around attendance
- Revising attendance letters to emphasise support available for families and send a compassionate message
- Supportive telephone rounds where attendance levels have dropped, or children are consistently late (initial data indicates 78% improvement in attendance following consistent implementation of this strategy)
- Data dashboard and training for better access and understanding of school data
- Identified children for the transitions pilot (attendance/wellbeing)
- Exchange Counselling pilot (peer relationships)
- NVR parent support group targeted at parents of children experiencing EBSA

The EBSA team have developed the Renfrewshire

attendance ‘Thinglink’ which contains resources relevant to attendance and Emotionally Based School Avoidance (EBSA). The resources range from universal supports to bespoke targeting supports and are for use by any practitioners working in and around and/or with children and young people. Targeted interventions in both primaries and secondaries have led to measurable improvements in attendance, attainment and wellbeing.

### **Renfrewshire’s Inclusive Communication Environments (RICE)**

RICE is a joint initiative developed by the Renfrewshire EPS and Renfrewshire’s Health and Social Care Partnership Speech and Language Therapy Service, evidencing strong partnership working. The purpose of RICE is to develop the capacity of staff within our education establishments to support the language and communication skills of children and young people by focussing on how practitioners can adapt the environment and practice to remove barriers to learning, communication, and interaction.

Since August 2023, three more primary schools and our first secondary school received RICE whole establishment training.

One establishment received a RICE accreditation award this year with three more establishments having submitted for accreditation. In May 2024, Glendee ELCC received a ministerial visit from Ms Natalie Don MSP to explore the impact of RICE on the early language and communication skills of children. This visit gave national recognition to RICE, in particular the strength of a whole-establishment approach that supports all children at a universal level.

Average evaluation scores for whole establishment training showed increased knowledge on inclusive approaches to communication, moving from a total mean average of 7.03 to 8.09 (on a scale of 1-10). Primary school staff scored the relevance to practice as 9.71 (on a scale of 0-10). Secondary school staff scored relevance to practice as 3.34 (on a scale of 1-5).

## Next Steps

- Through the quality assurance framework, sample key elements of planning for children and young people at each stage of intervention and provide supports to bring about improvement
- Review and adapt establishments' tracking systems to ensure that accurate information is gathered and used to meet the needs of children and young people with additional support needs
- Develop a consistent approach to coaching and modelling across all localities supported by our Flexible Learning Resource and an ASN school
- Embed the updated Transition Policy for children and young people with additional support needs
- Ensure equitable distribution of additional support needs assistant resource through an improved system for allocation for core and complex hours
- Provide high-quality CLPL to upskill staff to meet the needs of the children and young people with ASN in their establishments
- Implement updated Violence and Aggression policy and increase staff awareness and understanding of the universal and targeted supports available to establishments to support with distressed behaviour
- Support schools to improve attendance and reduce exclusions particularly for our most vulnerable children and young people
- Conduct a Senior Phase Curriculum Review of ASN schools to ensure provision of a high quality, holistic curriculum for children and young people with additional support needs
- Continue to work with all stakeholders to embed the locality model to provide a framework for inclusion
- Work alongside the English as an Additional Language (EAL) team to further develop practical school supports to meet the needs of our diverse population
- Continue to extend and enhance our universal approaches to inclusion



# Families and Communities

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## Family Wellbeing in Renfrewshire

Excellent progress has been made to develop a whole family wellbeing service in Renfrewshire with the parenting strategy embedded in this service ensuring that families get the right parenting support where and when required. Service redesign has taken place across 3 existing family support teams to bring them together as the new family wellbeing service. Strategic areas of development have been agreed for each of the 7 family wellbeing leads aligned to the service priority areas. As a result, better connections and partnerships are being made across a range of agencies and organisations working with families in Renfrewshire.

The Renfrewshire Family Wellbeing Service (RFWS) has been operational since January 2024 and was formally launched in May 2024. It is aligned with the Renfrewshire GIRFEC staged intervention framework and is developing consistent approaches to supporting families on a locality basis. An initial evaluation of the development of the RFWS stated that “overall, the authority is continuing to make very good

progress towards the long-term outcomes identified in the Scottish Government’s logic model”. Work is ongoing within the Parenting Strategy to develop 3 family hubs across Renfrewshire where families can access a range of supports and services in the one place.

The Family Wellbeing Scale (FWS) evaluation tool was piloted in Renfrewshire between October and December 2023 among community family wellbeing teams. During the pilot it was used with 66 families and demonstrated positive impact on family wellbeing of the support being offered in all cases. Following evaluation of the pilot, the FWS is now being utilised by the community family wellbeing team and all funded third sector organisations.

The Fast Online Referral and Tracking (FORT) system has been procured to become the information management system for the Family Wellbeing Service. A Request for Assistance form has been designed and will enable organisations to refer to the Family Wellbeing Service and to each other. Parents and carers can also make self-referrals.

Capacity to deliver support and early

intervention to families has been increased by whole family wellbeing funding being awarded to 15 local third sector organisations (TSOs) to:

- Provide play and learning opportunities for families that strengthen their relationships with one another and with other families accessing support. These also include innovative therapeutic approaches that are suitable for a wide range of age groups.
- Reduce isolation and improve self-esteem among families through creating peer support networks within the community.
- Signpost families for practical advice and support and reduce stigma around seeking this.

Partner TSOs are working closely with the RFWS to ensure that a “family front door” approach is afforded to parents seeking assistance, thus avoiding duplication and onward referrals.



Ren10 has helped connect teams and services across education, social work, health and the Third Sector ensuring that the journey and outcomes of those using Ren10 can be better understood. It continues to offer a range of mental health and wellbeing early intervention and approaches to children and young people including Let's Introduce Anxiety Management (LIAM), Empowering Parents, Empowering Communities (EPEC), Togetherall, and Non-Violence Resistance (NVR) training. Between July 23 and March 24, over 200 children and young people accessed Ren10 for support in relation to mental health and wellbeing. The majority required support for emotional / behavioural difficulties. Almost all have reported an improved outcome.

Practitioners from a range of services have attended professional learning supported by innovative and thought-provoking virtual reality approaches. Sessions have included Contextual Safeguarding from Exploitation and the GIRFEC refresh. This is having significant reach and a powerful impact on learning with over 700 practitioners attending a session.

The quotes from practitioners demonstrate the impact below:

“The VR section was very powerful and emotive. I felt it was incredibly valuable training experience which allowed for me to process the information better...”

“I found the training to be very effective especially the VR as it allowed a visual presentation that felt extremely realistic from a child's perspective. It allowed the child's views/experience to be seen at first hand which changed my outlook and approach going forward.”

“This was seriously the most powerful and excellent training sessions I have ever been fortunate to attend. What was refreshing was seeing the experience of the child. This is memorable. The training was engaging, informative, and so helpful.”

### **Children and Adult Mental Health Service (CAMHS) Education Advisor**

The role of the CAMHS Education Advisor is to improve communication and processes via a single point of contact between Education and CAMHS, and to support schools with advice and guidance before, during and after the referral process, ensuring children and young people receive appropriate, timeous support.

The role addresses a variety of actions within the Children's Service Inclusion Portfolio Plan and the CAMHS National Service Specification and has 5 strategic priorities:

- Improve universal professional understanding between CAMHS and Education
- Establish a single point of contact between CAMHS/Education to: provide rapid response and coordination around specific referrals (early intervention and prevention); and support schools to ensure high quality referrals

## Families and Communities

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- Develop a ‘Step-down’ process to share discharge plans with schools (wellbeing plan)
- Explore ways to improve clinical non-attendance rates
- Map existing Tier 2 services and community resource

The key areas of development since August 23 have been: creation of a standardised education referral process; supporting clinical attendance; joint discharge planning; and improving communication and professional understanding between Education and CAMHS.

As of June 2024:

- 405 Children and Young People have been supported
- 100% of Renfrewshire schools received advice/guidance/support
- New Referrals (monthly average): 36
- 23% of referrals were children and young people from SIMD1
- 13% of referrals were children and young people from SIMD2

Over 90% of education staff report that the post has had high-medium impact on children and young people.

‘The post has been a huge asset to the team (CAMHS) and is always happy to support our families or young people with education concerns, but not only this he is always there to answer any questions or share advice and support that we can pass on to families.’ CAMHS team member

‘I found it hard to understand what schools could do [to help the young person]...to make school understand where he [the young person] was coming from and the help he needed. The CAMHS Education person made it easy and spoke to the school for us... things are much better now, at the moment.’

**Parent**

Quantitative and qualitative data from young people, parents/carers, clinicians and education professionals have highlighted the validity and effectiveness of this role. Evidence shows that the introduction of the Education Advisor Role and subsequent referral process, has led to referrals to CAMHS (from education) decreasing in comparison to the previous two years (along with a decrease in declined referrals) and referrals to the Education Advisor have increased. As such, we can conclude that the children and young people in Renfrewshire are receiving more appropriate support at an earlier stage.

### Care-experienced Children and Young People

The SPACE team provide intensive support to care experienced children and those on the edges of care. The team aim to improve school attendance and attainment, engagement in school learning and support children to maintain relationships with those who are important to them.

The Aberlour Attain project offered a flexible, relationship-based mentoring service to support the attainment needs of children and young people with care experience. The aim of the project is to support young people with care experience by training adult mentors to support them in their engagement with education. Mentors are supported by Aberlour to build relationships with young people over a defined period, working towards agreed attainment goals such as improved confidence and self-esteem.

Data demonstrates that working with SPACE led to improvements in school attendance specifically for children and young people who are care-experienced and those from SIMD 1-3. The baseline attendance rate for children and young people was 59% and for two-thirds of children and young people there was an improvement. Those who increased had a starting average attendance rate of 49% and a post-intervention rate of 79%. The largest increase was from a pupil who had moved from 7% attendance in 2021/22 to 92% attendance in the current academic year.

The team recently began using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). Although the sample was low, the data suggests that working with Aberlour has helped improve resilience, confidence, self-esteem, decision making and relationship building.

### Health and Wellbeing

In collaboration with Health partners, the West Partnership, and the voluntary sector, we continue to develop consistent, effective and preventative approaches to support and improve the mental, social and emotional wellbeing of children, young people and staff.

All primary schools and most early learning and childcare centres use an evidence-based programme to deliver emotional literacy.

All year 1 and 2 early years and primary schools involved in the PATHs (Promoting Alternative Thinking Skills) programme are being well-supported to deliver effective emotional literacy through resources and coaching from Barnardo's. There are now 38 establishments successfully engaged in the programme. Information sessions for parents as part of the schools' P1 induction programmes have

ensured families have knowledge of the PATHs approaches to use at home. Pupil PATHs pre and post surveys highlight increased levels of social and emotional competence, in particular: reduced aggression/disruptive behaviour; increased concentration; improved social and emotional competence; and improved empathy. There are now 9 primary schools and 5 early learning and childcare classes/centres that have achieved the PATHs award Worldwide Model School Status in recognition of their outstanding commitment to social and emotional learning in their establishment.

For secondary schools, funding was secured to design a bespoke emotional literacy programme for Renfrewshire. The aim is to ensure that there are high quality progressive lessons and activities for use in the Personal, Social and Emotional (PSE) programmes across all secondary schools. To inform course design, focus groups of children and young people were consulted as well as partners such as the Choose Life coordinator and our Educational Psychology team. Our programme, 'It's a Mental Health Thing' was launched in September 2023. Following initial training, participants demonstrated confidence around implementation of the programme

## Families and Communities

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in their school. Currently, the programme is being used across all secondary schools. Initial qualitative feedback from young people demonstrates that the resource has supported young people's knowledge around mental health issues. Feedback via Forms shows that young people enjoy the video content of the programme and share that they have learned that mental health is as important as physical health, it's good to talk, and it's okay not to be okay. Renfrewshire's Signposting resource for Children and Young People has been embedded in all lessons to ensure young people are aware of local and national supports available; current hits are 25,402.

Renfrewshire's digital Alcohol and Substance Education Awareness programme contains excellent age and stage-appropriate resources for use from Early Years to 5th year secondary school. An audit of the programme took place in 2023 and minor gaps were identified particularly in relation to the use of e-cigarettes (vaping). Additional content was developed, funded by Police Scotland, and made available to schools this session. The programme is being used in the majority of Renfrewshire education establishments and improves the knowledge

and confidence of teachers/practitioners to deliver alcohol and substance use education. Qualitative feedback via focus groups demonstrated that all children and young people had increased knowledge and understanding of how to keep themselves safe and healthy in relation to alcohol and substances. Further feedback via Forms showed that they enjoyed the video content of the resource and that they had learned about risk, peer pressure and drug classification. An online information resource on Vaping was created for parents and has been accessed over 3,300 times.

The Education Manager (HWB) is an active member of a Tackling Vaping in Young People strategy group comprising members from across HSCP (Renfrewshire and NHSGGC) to develop board-wide strategies to tackle Vaping including education, policy development and support to quit. Currently NHSGGC is seeking to endorse and contribute to ongoing development of Renfrewshire's Alcohol and Substance Awareness programme.

For parents/carers, a range of bespoke HWB information/training sessions was provided on topics such as internet safety and substance misuse. This included an input to the Parent Council Chairs across Renfrewshire on steps being taken by Children's Services in tackling Vaping amongst young people. A successful RenTalk on internet safety was delivered to council employees targeting those who are parents. A parent guide to online safety was produced in response to the needs of the primary sector. This is easily shared via a digital link and continues to be promoted.

*'I thought today was fabulous, both from an educational perspective and from the perspective of a father to girls. My eyes were opened in many ways. I am really glad I attended!'*

**Parent**

‘This was an excellent and informative course. The opportunity to engage in group discussions throughout the session allowed for consolidation of content covered. I definitely learned a few things about new terminology and some social media platforms that I was unfamiliar with.’

**Teacher**

Informed by local and national priorities, a comprehensive programme of professional learning (PL) and targeted interventions was provided across all sectors to support effective implementation of the mental, social & emotional strands of Health and Wellbeing. PL aligned, where possible, to national and international awareness days.

In relation to self-harm, suicide and online safety, members of staff participated in training across all sectors and some schools engaged in a whole school session. The HWB Development Officer (DO) delivered bespoke whole school self-harm training sessions to schools where need

had been identified. Staff reported improved knowledge, confidence and skills around the topic. Greater numbers of staff from Early Years and Primary have accessed training in relation to self-harm and suicide. This is evidenced in monthly data shared with NHSGGC and Public Health Scotland.

The HWB DO and Suicide Prevention Lead have further developed the one-day self-harm training offer to include more practical advice for education staff on spotting signs and having a conversation about self-harm. The resource also adopts CBT (Cognitive Behavioural Therapy) language to ensure consistency across training offers. To provide further support for staff, the HWB Development Officer created a new resource to help staff to have a conversation with young people around self-harm.

61 key staff across education establishments received self-harm training with bespoke whole-school sessions delivered in response to need. 51 staff participated in ASIST (Applied Suicide Intervention Skills) training. Pre and post evaluations show an increase in knowledge, skills and confidence in all staff who engaged with training.

‘Through questioning I learned at training, a pupil disclosed that they had previously attempted suicide and was planning on doing it again. I was able to have the conversation with the family and support the pupil in getting the appropriate support in a timely manner. I felt confident while doing this.’

**Pupil Support Teacher**

‘The descriptions of the ways people self-harm and the reasons as to why people may self-harm helped me understand young people more.’

**Secondary Teacher**

The Mentors in Violence Prevention (MVP) peer mentoring programme is successfully providing young people across almost all Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence and to mentor their peers. MVP training sessions have been supported by Renfrewshire’s training team in most schools and across other services. In addition, the training team delivered staff

## Families and Communities

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sessions which were open to any Renfrewshire employee working with children and young people. Qualitative feedback from mentors demonstrates that lessons are being delivered confidently across schools. Post-training evaluations show that all participants reported an increased awareness of issues relating to gender-based violence (GBV), an increased confidence around recognising and dealing with GBV situations and in having conversations with young people about GBV. MVP mentors successfully developed a campaign for the international '16 Days of Action' to encourage action against all forms of violence against women and girls. This included events across 8 secondary schools.

'In the library service, we will endeavour to have sessions where we can invite the MVP team to visit the library and give a talk to students. Also, have senior library volunteers that will be able to enlighten the junior ones in the school.'

**School Librarian**

'It's made me think of the bystander role and how I will use this in future scenarios.'

**Young person**

'In English we often have pupils pick topics in this area to write about. I will feel more confident in discussing gender-based violence with the young people.'

**English Teacher**

The HWB DO has participated in the Education Scotland consultation process in relation to the development of gender-based violence training for the primary sector. In addition, the HWB DO has also begun delivering bespoke MVP training, piloting in one of our primary schools, and working with P7 pupils to develop scenarios to encourage conversations around bystander responsibility and healthy relationships. As a result, Education Scotland have requested that they co-deliver and pilot their new 'Prevention of Gender-based Violence: Professional learning for Primary staff' in Renfrewshire. This training is planned for early in the new session.

As part of the Children's Service Partnership Plan, an audit was carried out of the Renfrewshire Physical Education curriculum planners and current practice across schools. As well as engaging with children and young people and teachers, key partners from OneRen and Education Scotland were involved in the audit process. Gaps were identified in the explicit teaching of PE skills and progression of skills from Early to Third Level. Specialist teachers are developing a skills framework, training programme, and identification of key resources.

### Counselling services

Both The Exchange and Place2Be continue to provide very good school-based counselling services to support children and young people across our primary, secondary and ASN schools. Quarterly reports provide information on referral numbers and themes, impact data, case studies and analysis by gender and year groups. This evidence shows that the counselling services are supporting improvements in the emotional wellbeing of children, young people, staff and families. In addition, the services have been flexible and responsive in providing emotional support to groups of children, young people

and staff to cope with critical incidents in school communities. The top referral theme each quarter continues to be ‘anxiety’.

In the June 2023 – end March 2024 period, The Exchange supported over 1185 children and young people through 1-1 therapeutic counselling as well as counselling for a small number of parents who accepted the offer. Young People Clinical Outcome scores for the last quarter show that 85% of young people are less distressed post-counselling with all feeling better following support. 91% of children accessing the primary service reported an improvement using the Child and Youth Resilience Measure.

Service demand across secondary schools has been met this quarter by creatively utilising resources. Waiting times are being effectively managed with all young people being offered an immediate assessment through The Exchange’s new online mental health app ‘D-EXY.’ There has been an unprecedented high level of referrals coming from primary schools in terms 2 and 3 resulting in longer waiting times. Analysis of reasons for these high levels of demand is underway to ensure that capacity can meet demand in the new session.

‘Thank you for listening. You made me feel for the first time like what I had to say was important.’

**Secondary Pupil**

‘I feel better about myself. I can cope better with anxiety. Self-critical thoughts have improved.’

**Secondary Pupil**

‘Our daughter learned how to open up and talk about her feelings knowing that everything is confidential’

**Parent of a Primary child**

To promote staff wellbeing, Reflective Group Practice sessions have taken place in 2 secondary schools. Participants are supported, through clinical supervision, to reflect on their own feelings, focus on self-care and avoid burnout. Staff reported that sessions have provided a safe space to talk, share, grow as a team and seek advice.

In collaboration with Renfrewshire’s Educational Psychology Service, The-Exchange created the Reconnect programme in response to the growing number of secondary aged young people who have severe difficulties in attending school due to emotional factors. The programme was offered to targeted young people across 2 secondary schools and included 5 sessions targeting 5 resilience resources: self-esteem, self-confidence, self-reflective insight, emotional literacy and optimism. Online meetings with the facilitator and with cameras off, provided a protected safe space for young people to engage in self-reflection without feeling pressure or expectation to share. 50% of the young people completed the programme. All young people who completed the programme reported a positive impact.

From June 2023 – end March 2024, Place2Be have supported over 452 children and young people in targeted schools; 47 children and young people participated in 1-1 therapeutic counselling and a further 405 children and young people were supported through Place2Talk drop-in sessions. Strengths and Difficulties questionnaires (SDQs) completed by parents showed in 80% of cases there was

## Families and Communities

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an improvement post counselling with teacher SDQs showing an improvement in 59% of cases. In addition, 201 parents and families benefitted from parent partnership support and school staff were supported through 423 Place2Think sessions.

Professional Learning has been provided in response to counselling data. Our very successful Approaches to Cognitive Behaviour Therapy (CBT) professional learning course shows that all staff who have accessed training feel more confident using a CBT approach with children and young people. This is also evidenced in a case study for Scottish Government (Appendix A). Teachers from across all secondary schools and 17 of our primary schools have participated. Teachers have access to CBT specific resources, developed by the HWB Development Officer, via a Teams page on the Health and Wellbeing Blog. This includes resources for staff on how to have a CBT conversation and information for parents on understanding anxiety.

‘On a daily basis I work with young people who struggle with anxiety. I have used CBT approaches with multiple pupils of which benefits are evident already.’

**Teacher**

‘The course covered everything we need to help support anxious young people. From asking the right questions, to getting curious about our thoughts. Also to understand that humans have different thinking patterns. Excellent to have a toolkit that can be used time and time again that is visual to help pupils see their progress.’

**Teacher**

In line with Scottish Government’s commitment to LGBTI (lesbian, gay, bisexual, transgender, intersex) Inclusive Education, some schools have been supported to build on existing practice through provision of professional learning from LGBT Youth Scotland on tackling homophobic, bi-phobic and transphobic bullying. Currently 4 schools have achieved the LGBT Scotland Charter Gold Award, 2 schools have achieved Silver and 4 schools have achieved the Bronze award.



### Health and Wellbeing Data

HWB data has been used very effectively throughout the session to inform strategic improvement planning and to determine the professional learning and support offered to establishments. Information has been shared via Pupil Support networks, social media platforms, our HWB blog and the HWB newsletters which have over 2200 reads this session. Renfrewshire HWB data is shared during all presentations and training events to raise awareness of local issues and needs.

It is important to us that we gather the views of children and young people at every opportunity. To ensure that we have a current picture of how young people across Renfrewshire are feeling, we asked all young people from S1-6 to complete the Warwick Edinburgh Mental Wellbeing Survey (WEMWBS) in March 2024; this being the third year that we have administered this survey. A local authority analysis of the results suggests that wellbeing is improving, with average wellbeing scores increasing from 45.7 in 2022 to 48.3 in 2024 and the percentage of young people falling into the low wellbeing score category decreasing from 31% to 22.5%. Both care-experienced and non care-experienced young people have seen their wellbeing score improve year on year since 2022. Furthermore, the wellbeing scores of care-experienced young people has increased at a quicker rate and there is no longer a statistically meaningful difference in wellbeing scores by care-experience status.

School-level results have been analysed and input provided for secondary Head Teachers to support staff to interpret the results. School specific reports are available for schools via the Data Dashboard to support them to identify improvement priorities.

All Renfrewshire schools inspected by Education Scotland over the last 2 academic sessions, have received positive gradings for Quality Indicator (QI) 3.1 Ensuring Wellbeing, Inclusion and Equality with 67% receiving a 'Very Good' grading and 33% receiving a 'Good'.

#### Schools' self-evaluation gradings for QI 3.1 (June 2024)

Very Good	38 schools
Good	23 schools
Satisfactory	2 schools

### Next Steps

- Develop and implement a framework for family wellbeing support (FFWS) that aligns with the GIRFEC staged intervention framework and promote widely amongst stakeholders.
- Launch the Family Wellbeing Service to families.
- Provide a series of joint training/development sessions with funded third sector organisations.
- Plan and implement a model which links the Interrupted Learners Team, The Senior Phase Flexible Learning Resource (FLR) and the Kintyre FLR into a 'Flexible Skills Academy'.
- Develop a local learning annex into a Family Wellbeing Hub.
- Pilot the Fast Online Referral Tracking (FORT) system and evaluate its use.
- Implement a revised model for the ASN playscheme which will build on positive aspects of the previous model and will address gaps and concerns.
- Work with partners from other workstreams to align Family Wellbeing locality hub developments with the Connected Communities developments.
- Ensure that the Renfrewshire Children's Services Partnership (RCSP) develop a plan for sustainability of the Family Wellbeing Service beyond the current funding period.
- Continue to embed current Ren10 approaches and interventions ensuring that there is a sustainable, holistic, community-based model of early intervention and prevention.
- Work in partnership with Whole Family Wellbeing service to ensure that there is a joined-up request for assistance process.
- CAMHS Education Advisor – support communication around attendance and Discharge Care Planning. Embed the current referral process within schools. Engage Social Work in standardised referral procedure. Explore capacity to offer direct support to schools for all children and young people who have been given an ADHD diagnosis.
- Develop and deliver a comprehensive programme of professional learning and targeted interventions across all sectors to support effective implementation of the mental, social & emotional strands of Health and Wellbeing. Create and deliver a range of online HWB sessions for parents and carers.
- In partnership with Headstrong, evaluate the new secondary mental health programme 'It's a Mental Health Thing.'
- In partnership with Barnardo's, implement evidence-based emotional literacy programme PATHs (Promoting Alternative Thinking Skills).
- Through the NHSGGC Vaping and YP strategy group and partnerships with Renfrewshire HSCP, develop early intervention and prevention measures as well as board-wide policy development on Vaping for use in schools.
- Support schools to make effective use of HWB data sets to identify priorities and bring about improvement.

- Coordinate implementation of counselling services across all establishments to ensure that children and young people receive timeous wellbeing support.
- Provide the training and resources to extend Gender Based Violence (GBV) work and Mentors in Violence Prevention (MVP) programme. In partnership with Education Scotland, pilot delivery of GBV professional learning for Primary education staff. In line with the ADES commitments in relation to GBV, aim to have all secondary schools register with Equally Safe at School (ESAS).
- Develop a Primary Physical Education skills framework and pilot in sample schools.
- Support secondary schools to deliver Renfrewshire's digital approach to the SQA Mental Health Award Level 5.



# Curriculum, Learning, Teaching and Assessment

We are committed to delivering high quality professional learning aimed at all levels, from system leaders to practitioners and support staff. This has led to improvements in outcomes for children and young people living in the most deprived communities. Our Numeracy and Literacy Development Officers continue to provide very effective support to establishments through: leading professional learning; curriculum development work; and providing bespoke support to target schools.

## Schools' self-evaluation gradings for QI 2.3 Learning, Teaching and Assessment (June 2024)

Very Good	19 schools
Good	41 schools
Satisfactory	3 schools

95% of schools evaluate themselves as 'Good' or better with 30% grading themselves as 'Very Good.'

All Renfrewshire schools inspected by Education Scotland over the last 2 academic sessions, have received gradings of 'Good' or 'Very Good' for QI 2.3.

## Numeracy

A comprehensive core programme of high-quality professional learning and targeted interventions was delivered across all sectors linked to professional standards and informed by local/national priorities. Primary schools were effectively supported to transition to the new maths planners as well as the provision of training to support practitioners' understanding of pedagogy involved.

Almost all (98%) primary schools have had at least one member of staff attend one or more authority training sessions or had bespoke whole school input on numeracy pedagogy since Aug 2023. In 99% of 579 evaluations, practitioners either strongly agreed (74%) or agreed (25%) that the training had increased their knowledge and skills in teaching numeracy and 99% either strongly agreed (77%) or agreed (22%) that the numeracy training would have a positive impact on the children in their class. 73% of evaluations scored the training 10/10 and 14% scored training at 9/10.

Playful SEAL (Stages of Early Arithmetical Learning) Primary 1 /2 and Maths Recovery were oversubscribed, and a second cohort was offered in each of these courses. Maths Recovery (MR) has previously been carried out online and evaluations were very mixed. Feedback and evaluations this session show that the in-person courses have had a more positive impact on practitioners' knowledge and skills and there has been a substantial increase in the number of practitioners carrying out assessments with a child. Almost all training courses offered were delivered at full capacity.

32 bespoke training sessions have been delivered to schools since Aug 2023. This includes 15 primaries who received whole school inputs on transitioning to the new digital planners and the linked assessments. As a result, almost all primaries are using the planners to support learning, teaching and assessment.

Feedback quotes from practitioners:

“I gained knowledge of SEAL and how to implement it. I gained a lot of ideas of different learning experiences that I will implement in my establishment.”

“Lots of good examples with suggestions for differentiation and challenge which is very beneficial!”

“Some really practical ideas that I can use in my class straight away, but this session also gave me a deeper understanding of how I can develop number sense in my class. I also feel more confident with navigating the Renfrewshire planners.”

“The challenges were amazing. Having the time to try things out and see it in action is so helpful... Excited to use in class”

“I will definitely be implementing the bar model strategy. I also cannot wait to implement the games with my class.”

“When I start multiplication and division, I will use everything especially arrays and concrete materials to introduce.”

“There were various strategies I want to use at my teaching table and a lot of resources that I didn’t know were available that I will use too!”

“Excellent course really makes me reevaluate my teaching.”

Targeted support on best practice pedagogy for young people working at First and Second Level numeracy was delivered to secondary teachers via the DHT Learning and Teaching forum, the Maths PT forum, and at departmental level in some schools. One secondary school has been receiving weekly modelling and coaching sessions since February 2024 and to

date anecdotal feedback is rating this highly worthwhile in supporting learners and teachers working with these children. The success of these approaches will be shared with the Maths PT forum to encourage other schools to become engaged with this work.

A working party, comprising secondary and primary teachers, was established to develop a Third level planner in line with current Renfrewshire planners. The planner was completed by the end of June and will be rolled out as a pilot in academic session 2024/25.

Modelling and Coaching Officers (MCOs) provided very effective bespoke support to 5 target schools, based on the priorities of each establishment. Data on the number of children that moved from being off track to on track was collected in 4 of the 5 schools, with the 5th school choosing to focus on teacher knowledge and confidence. Across 15 classes that received input and support from an MCO a total of 74 children moved to being on track by June 2024. Qualitative feedback demonstrates the positive impact of the MCO in improving teacher knowledge, skills, confidence and engagement and achievement of children in numeracy and mathematics.

## Curriculum, Learning, Teaching and Assessment

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“Out of all the CLPL I have had this year, having an MCO has by far been the most impactful and beneficial for myself and my class”.

**Class Teacher**

“From all the training we get, this resource is what I learn the most from and has had the biggest impact”.

**Class Teacher**

“I can see the impact the MCO is having across the whole school from being in and out of classes, speaking with class teachers and from learning conversations with children”.

**Head Teacher**

To support establishments in family engagement in numeracy, a Family Maths Games Pack was developed and shared with all primary Numeracy Champions. In addition, a Train the Trainer session took place June 2024 where further school staff were trained to be able to lead a Family games night in their own school in session 24-25. The Family Maths Games resource will also be cross-matched to the Renfrewshire maths planners.

Feedback from the family games nights has been very positive:

“It was just lovely to focus on an activity as a family for an hour and maths of all things would have been my last thought. All the activities really got the brain cells moving and we actually found it quite relaxing to focus on our maths ability”.

**Parent**

“I loved the games with the kids but also enjoyed the information the speaker gave us”.

**Parent**

“Learning new and fun ways to understand maths with your children in an everyday environment”.

**Parent**

## Literacy

### Talk for Writing (TfW)

#### Early Years

As leadership of Talk for Writing plays a key role in successful implementation, a further 35 early years Project Leads from 31 establishments have undertaken career long professional learning (CLPL) specifically focussing on leading implementation of TfW this session. Project Leads include early years senior leaders, teachers and graduates. This training has also included primary Project Leads and school leaders with curricular responsibility for literacy and/or learning at early level.

In session 2024/25 we will continue to provide high quality CLPL focussing on leading, developing, maintaining and embedding the Talk for Writing approach. This will include initial training for new Project Leads and ongoing CLPL to support implementation. This will increase leadership capacity, provide training for establishments joining the programme in session 2024/25 and ensure longer-term sustainability of the approach within and across settings.

This session, bespoke CLPL for early years practitioners has been provided for the first time. 71 early years practitioners and P1 teachers from 35 establishments have participated.

Course and ongoing evaluations from Project Leads and practitioners indicate:

- 100% of participants would recommend this training to a colleague
- 100% of participants strongly agreed the training increased their knowledge of effective writing pedagogy for young children
- 100% of participants strongly agreed/agreed the training gave them an insight into how to implement TfW effectively
- 100% of participants strongly agreed/agreed the TfW approach has the potential to raise staff confidence in developing writing when implemented fully

An event to share good practice in the implementation of Talk for Writing for early years leaders and practitioners was delivered in April 2024. Bespoke in-service training on early years Talk for Writing pedagogy has been delivered to 1 early years centre and 2 ASN schools.

As the majority of participating establishments have indicated implementation of Talk for Writing will begin in session 2024/25, a depth of implementation survey (to be completed jointly by Project Leads and practitioners) will be shared in December 2024.

#### Primary schools

An established network of over 120 Project Leads from across the 45 participating primary and ASN schools have benefitted from 2 days of ongoing leadership training this session. These training days are entirely bespoke - the content of each day is chosen by Project Leads.

A mid-year survey, conducted in January 2024 was completed by 31 participating schools and indicated:

- 97% of participants have found ongoing CLPL for Project Leads beneficial
- TfW is being routinely implemented across all classes in 94% of schools that responded

## Curriculum, Learning, Teaching and Assessment

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- In 91% of participating schools, Talk for Writing is the main approach to teaching writing. 9% of schools who responded are using TfW in collaboration with other approaches to teaching writing.
- 48% of schools who responded are using the draft Planning, Assessment and Progression frameworks produced by TfW to support teacher professional judgements.

To support schools with implementation of Talk for Writing and ensure longer-term sustainability of the approach, CLPL on fiction and non-fiction writing has been available for any new or returning teachers. 80 teachers and school leaders from 40 participating schools attended with 100% positive feedback in course evaluations.

An 'Introduction to Talk for Writing' session was delivered to Newly Qualified Teachers (NQTs) in December 2024:

- 94% of participants strongly agreed/agreed the session provided them with a good overview of key elements of the TfW approach.
- 94% of participants strongly agreed/agreed the session increased their knowledge of effective writing pedagogy.
- 88% of participants strongly agreed/agreed that TfW could help them to support some of the challenges they currently face while teaching writing

14 bespoke support sessions have been provided for primary and ASN schools. These focus on areas of individual school need and have included in-service input and collegiate sessions based on aspects of the TfW process, meetings with Project Leads to support whole school implementation and support for specific teams including the Early Years Teacher Team. Support with School Improvement Planning has also been provided.

### Secondary schools

One secondary school is piloting Talk for Writing as a targeted intervention for writing with S1/2 pupils. Support has been provided in relation to the TfW process, training opportunities, resources, unit planning and evaluation. A further secondary school will be participating in CLPL in session 2024/25 to use the approach with identified classes receiving targeted literacy support.

### Impact on Attainment

Data analysis has demonstrated that Talk for Writing is having a significant impact on pupil attainment. Analysis has been based on progress over 2 years as some schools started TfW in 2021/22 and the second cohort in 2022/23.



Summary of key findings:

- After year 1 (21/22), 80% of TfW schools had improved their writing attainment compared to 52% of all other schools. The average change per TfW school was 5.5% versus 0.1% of non-participating schools
- After year 2 (22/23), 21/22 TfW schools had improved on average by 8.7% whilst 22/23 starting schools had improved by 2.5%. Non-participating schools had 0% change.
- At pupil level, 21/22 TfW starters had improved their writing attainment by 5.7% in 2 years - an extra 125 pupils compared to 2020/21
- Improvements in writing attainment have improved most in P7. 21/22 TfW starters have improved P7 attainment by 8.1% over 2 sessions. This compares to 2.3% for schools who started TfW in 22/23 and -3.7% for those who are not using TfW.

Schools who started TfW in 21/22 have had the biggest improvement in attainment for Deciles 1-3 learners (+8.4%)

## The Renfrewshire Literacy Approach: Primary

Twenty bespoke support sessions have been provided to primary schools relating to various aspects of the Renfrewshire Literacy approach including the Primary Literacy Coaching Programme, literacy checklist self-evaluation, book banding, running records/miscue analysis and leadership support. Support for schools preparing for an Education Scotland inspection has also been provided. In addition, ongoing support to schools continues to be provided via Literacy Champions meetings.

A programme of targeted support involving weekly input to P1,4 and 7 pupils alongside supporting school literacy developments and staff training, was delivered between April and June resulting in improved attainment in Literacy in almost all target schools.

CLPL sessions on Dive into Reading/Writing were delivered and despite relatively low uptake, the courses were highly evaluated:

- 100% of participants strongly agreed/agreed the sessions were relevant to their classroom practice and professional learning needs.
- 100% of participants strongly agreed/agreed the sessions increased their understanding of effective reading/writing pedagogy and strategies to raise attainment
- 100% of participants strongly agreed/agreed the learning from these sessions would have a positive impact on learning in their classrooms

As part of the ongoing calendar of CLPL for NQTs, sessions on Raising Attainment in Reading and Writing were provided in term 1 with positive evaluation. Several NQTs have sought support to undertake practitioner enquiry relating to aspects of literacy.

The Literacy Development Officer engaged with DHTs (raising attainment) and PTs English to highlight the support available to secondary schools. This led to meetings and support/training sessions with 3 secondary schools, 1 ASN school and staff from our FLR bases.

## Curriculum, Learning, Teaching and Assessment

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Shared reading training has been provided to over 75 pupils across 6 secondary schools. As a result, senior pupils are gaining work experience by visiting early years settings on a weekly basis to read to younger children. This is part of our work with Dolly Parton's Imagination Library to make sure all children are read the books that they receive at least once. To date, 24 early years settings have applied to be part of this continuing programme in session 2024/25.

Work has been undertaken to develop a refreshed Renfrewshire Literacy Framework to support consistent planning, assessment and progression within and across establishments. A full audit of the existing framework was carried out as well as a review of progression pathways from Renfrewshire schools, local authorities and commercial organisations. Literacy Champions and key partners in Education Scotland were consulted as part of the audit to ensure that we are looking outwards and learning from what is working well elsewhere.

Talk for Writing Planning, Progression and Assessment overviews were developed, piloted and shared with schools in April 2024. Individual support has been provided to schools in relation to literacy planning, assessment and moderation. A draft Renfrewshire Literacy Framework document is now in the final stages of development and will be ready for consultation from September 2024.

### Renfrewshire Libraries (One Ren)

Ready, Set, Read! Summer Reading Challenge 2023 was delivered by public libraries and the Skoobmobile in partnership with the Reading Agency and promoted to all primary schools. 1668 children signed up, and 943 (57%) completed the Challenge reading 6 books or more or achieving their personal reading goal.

'My son enjoys the reading challenges every year. It encourages him to read throughout the summer, which helps to maintain his reading skills.'

**Parent**

'Ready, Set, Read! is a great opportunity to read. I love reading because it takes everything off my mind. I love reading so much!'

**Child**

The Paisley Book Festival Schools Programme aims to inspire children and young people to love reading and develop their own creative writing skills through meeting and hearing from authors who write for their age group. It encourages children to engage with the library to expand their reading horizons and develop their creativity through free access to books and the support and guidance of school librarians and public library staff. This year 38 events took place in libraries, schools and Paisley Town Hall with 1396 children from 35 schools participating. A survey was sent out to teachers and pupils attending events and the responses were overwhelmingly positive.

'I really enjoyed this the author was really engaging with us and her books seem great definitely going to get them.'

**Pupil**

67 pupils from Renfrewshire High Schools entered the Janet Coats Memorial Poetry Prize (under 18s category). The judging panel for the prestigious prize included the acclaimed Scottish-Caribbean poet and performer, Courtney Stoddart; local poet Mairi Murphy, winner of the 2016 Alistair Buchan Prize for poetry; and the Tannahill Makar for Renfrewshire Shaun Moore. Five young poets were shortlisted, and their poems printed in a booklet along with the shortlisted adult poems. The winner was from St Benedict's High School and received a cash prize and a donation for books for their school library.

OneRen provides a professionally qualified librarian to 11 secondary schools in Renfrewshire. School libraries support both the curricular needs of the school and the extracurricular aspect of school life. Resources and activities support literacy and research, and there are a range of clubs and activities that young people regularly use during their free time to support their wellbeing.

Young people across all secondaries were able to benefit from an increased number of author events this year due to successful funding bids by the school libraries team. Highlights

included Libraries LYT Up Lives project with 6 Renfrewshire schools alongside 6 schools in Glasgow working with authors who write about gangs and harm reduction. Scottish Book Trust awarded an author residency to Castlehead High School Library for the 23/24 session and to St Andrew's Academy Library for the 24/25 session which are only given to 10 schools each year. Future Paisley funding also led to author sessions taking place across a number of schools including transition events.

A successful Reading Café took place at the new Paisley Central Library with young people attending from 3 schools to celebrate Empathy Day in June. Young people delivered presentations on the importance of reading, with the added benefit of boosting their own confidence and wellbeing. This will now be worked on as an annual event to involve more schools.

St Andrew's Academy Library received funding from the School Library Improvement Fund to create a Research Hub for senior pupils, one-to-one support sessions and small group workshops are provided by the librarian to develop research skills.

The Skoobmobile provides a programme of book borrowing, story times, online learning and creative activity to primary schools and pre-5 establishments. Regular after school community stops provide access to good quality books and activities free of charge on the school doorstep or grounds. 11 primary schools have been supported and Bedtime Reading sessions have also been provided at 3 schools, working with families to encourage reading together and the joy of sharing books as a family.

Bookbug bags support families to read, sing, and play with their children to give them the best start in life. Each contains 3 books, activity ideas and resources, and information for parents / carers. Every child in Renfrewshire receives a bag at 4 key stages: 3-5 weeks (Baby Bag); 13-15 months (Toddler Bag); age 3 (Bookbug Explorer Bag); Primary 1 (Bookbug Primary 1 Family Bag). The library service distributed 1794 Explorer Bags to pre-5 establishments, and 1912 Primary 1 Bags.

### **‘Improving our Classroom, School, Department’ programmes**

During session 2023-24, we ran all 3 of the ‘Improving our...’ programmes – Classrooms, Schools (primary) and Department (pilot).

All three programmes have the same focus on high quality self-evaluation at classroom level, leading to:

- improved learning and teaching;
- use of data informed targeted interventions;
- improved attainment and achievement; and
- a relentless focus on equity and excellence for all children and young people.

#### **Improving our Classrooms (IOC)**

Twenty-four teachers from across primary and secondary signed up for the IOC programme last session which, for the first time, offered two accredited routes, IOC Masters or GTCS Recognition, both assessed on the same set of learning outcomes. All sessions were delivered in partnership with Inverclyde Council, and this enhanced the professional dialogue between colleagues who reported that networking with other like-minded individuals is a real benefit of the programme. Our candidates are currently awaiting the results of their accreditation route.

#### **Improving our Schools (IOS)**

Improving Our Schools (IOS) is a year-long programme involving all practitioners and senior leaders within a school. IOS is designed to be part of the School Improvement Plan (SIP) and is flexible to work in different school contexts. The focus of the programme in each school is driven by their self-evaluation evidence. 3 primary schools took part in session 2023-24 for the first time in Renfrewshire and accessed the same set of professional learning materials and tools as the other ‘Improving Our...’ programmes. Initial feedback has been very positive in terms of

improving approaches to learning and teaching across the whole school, with everyone working on improvements together.

#### **Improving our Department (IOD)**

Developed and supported by a cross-authority group of Principal Teachers (PTs), Faculty Heads and DHTs, the maths department in Castlehead High piloted this programme throughout session 2023-24. IOD is designed to be a part of a department/faculty improvement plan and to be flexible to work in as many contexts as possible, across the BGE and Senior Phase. It is focussed on the priorities in the departments/faculties of participants, identified through self-evaluation.

IOD complements, rather than being additional to, existing improvement structures. It provides a supported structure to drive collaborative improvement – it’s everyone’s job, not just that of the PT/FH.

Four more departments from another 2 secondary schools are signed up to the programme for next session.

### Assessment and Moderation

A local authority QAMSO (Quality Assurance and Moderation Support Officers) group was established at the beginning of the session. This group worked alongside the Renfrewshire Assessment and Moderation Group (RAMG) to support and facilitate professional learning opportunities and a training programme for schools. All members of both groups engaged in professional learning with the West Partnership which was positively received. This resulted in a deeper understanding and awareness of AiFL (Assessment is for Learning) strategies and how assessment tools can support practitioners in ensuring a consistent approach in assessing children's progress across establishments.

AiFL training was delivered by RAMG members to a number of senior leaders, and this was evaluated as 'very good'. Training packs are now being used in schools and early years centres. Almost all Head Teachers who attended the training were confident in supporting and challenging practitioners in the use of assessment data to determine levels of achievement and attainment of children. All

secondary Deputes were trained in May 24 and will be sharing this with PTs across departments next session. A number of secondary colleagues participated in BGE moderation activity organised by the West Partnership, evaluations for which were very positive. This has resulted in increased awareness and sharing of standards across subjects. Additionally, all PT Subject Forums engaged in a moderation activity this session which has increased collaboration through joint planning and sharing practice and resources.

### Play Pedagogy Beyond Primary 1

Following on from previous training at the early stages of the school, during session 2023-24 we ran the course Play Beyond Primary 1 with a Focus on Primary 6 and Primary 7 alongside Deirdre Grogan, Principal Knowledge Exchange Fellow at Strathclyde University. The course had a clear focus on effective pedagogy in the upper primary. Alongside 23 Primary 6, 7 and S1 teachers, Deirdre explored how we incorporate pupil voice into the planning process, how to get children to participate in planning their own learning and what the learning environment

should look like for older children.

The final session was a sharing of key developments taken forward by participants; this included initial examples such as 'Flexi Fridays', where children take ownership of their learning for the day, and another case, in which the class teacher attempted to match the idea of play based pedagogy with the implementation of a more skills-based curriculum.

All participants highly evaluated the course and enjoyed trying out different approaches to children led learning. 100% of evaluations reported that participation in the course increased participants' knowledge and understanding of how children can lead their own learning.

'As we progress through session 2024-25, I would like to move to a more regular play-based learning approach. I would also like to try and develop the planning approach for play based learning in the upper school.'

**Participant A**

## Curriculum, Learning, Teaching and Assessment

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‘A really worthwhile course which has had a positive impact on my pupils’ engagement. The approach fits in well with the move to a more skills-based approach in our school. I valued the dialogue between colleagues to hear how they were taking this approach forward. It was great to gain ideas from others as well as Deirdre’s input.’

**Participant B**

### Early Years

For the last 3 years, Renfrewshire’s Early Level Progression Tool has been used in all Early Learning and Childcare (ELC) services to provide a summative view of children’s progress towards the early level of curriculum for excellence. The purpose of the tool is to identify key milestones that demonstrate progress towards the level without altering individual settings’ practice towards tracking, observing and documenting learning.

The aims of the tool are to:

- Support knowledge of the child’s progress towards early level;
- Support staff judgement of progress towards the level, providing opportunities for moderation;
- Support transfer of information and transitional processes with primary 1;
- Support knowledge of professional learning needs which can be provided to support children’s experiences within early years; and
- Provide a consistent overview across the authority regarding children’s progress during their early experience.

Last session, staff were provided with updated progression tool guidance and training. 100% of services stated that they found the updated early level guidance to be beneficial. 73% of Early Learning and Childcare (ELC) services reported that all or almost all staff had increased confidence and skill in assessing children’s progress at early level and had increased their knowledge of skills progression and how to plan for children’s next steps in learning within

literacy, numeracy and health and wellbeing.

Staff were also provided with new guidance and training to support judgements of children’s progress at pre-early level. 93% of ELC services stated that they found the new pre-early level guidance to be beneficial.

53% of ELC services stated that all or almost all staff had improved knowledge of milestones and skills progression in literacy at pre-early level. For Numeracy and Health and Wellbeing (HWB) the figure was 47%. Similarly, 47% of ELC services stated that all or almost all staff had increased confidence and skill in the assessment of children’s progress at pre-early level and how to support the learning and development of children with additional support needs. While the results for the pre-early guidance are not as positive as the early level guidance this was expected; the pre-early level guidance has only been introduced during 2023/24 while the early level guidance is now in year 3 of implementation and is becoming more embedded in practice.

Analysis of the data collected has confirmed that it has internal and external validity. For example:

- For the last 3 years data has been collected in relation to certain milestones where lower numbers of children are demonstrating consistently.
- Inequalities based on sex and deprivation also replicate what has been found in other external data sets such as P1 data and data collected by the West Partnership and Public Health Scotland.
- There is a strong correlation between the progression tool data submitted by ELC services and teacher judgement on achievement of a level at the end of P1.

This has provided further evidence of the increasing confidence and skill of ELC staff in making accurate assessments of children's progress.

In numeracy there has been a marginal increase in numbers of children who are demonstrating skills and knowledge on a consistent basis rising from 61.5% to 61.9%. The other two curricular areas have seen a drop in the numbers of children demonstrating consistently from 78% to 75% in HWB and from 71.6 to 70% in

literacy. These figures are still above the findings for 2021/22 where 69.3% of children were demonstrating skills consistently in HWB and 63.9% for literacy.

In conjunction with the data team, analysis of 2023/24 data is currently ongoing and will inform our strategic plan for 2024/25. This information will also be shared with the Literacy and Numeracy Development Officers.

Collaborative work with the Educational Psychology team took place this session to inform the design of the assessment of needs matrix and to ensure it aligned with the pre-early level progression tool. Inclusion Officers are now beginning to populate the assessment needs matrix for children entering their pre-school year. Evaluation of the contribution that the progression tool data makes to this process will be undertaken with the Inclusion Team in September 2024.

All schools who responded reported that they used Early Years progression data to plan, set targets and implement appropriate interventions for P1 children. Most schools reported that they would welcome moderation work with ELC colleagues. This has been incorporated into our plans for academic

session 2024/25. Some schools commented that they would like to receive the data in advance of the summer holiday period. This request was accommodated, and schools received progression tool data in June 2024 for children entering P1 in August 2024.

Data for children working at pre-early level has been gathered for the first time in academic session 2023/24. Evaluation of the effectiveness of this data is scheduled to take place with P1 teachers in September 2024.

### Digital Learning

Good progress has been made in implementing our Digital Plan – 'Assess, Build, Innovate' to promote a flexible, layered and empowered approach to digital learning. Our strategy is underpinned by the aim to develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments. The plan is bringing about improvements in infrastructure, resources and digital pedagogy.

Very good progress has been made in improving our infrastructure to ensure that all children, young people and schools have access to

## Curriculum, Learning, Teaching and Assessment

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hardware, wifi and well-researched digital platforms/software to ensure equity and improve outcomes. All establishments have had their wi-fi upgraded and are now able to access high speed broadband. Schools were also supported to replace and upgrade hardware such as Promethean boards.

Almost all establishments have engaged with either bespoke or tailored support and/or digital professional learning (PL) supported by a range of partners including Education Scotland, Google Education and Microsoft Education. A session on planning your school's digital strategy was delivered in partnership with Education Scotland. Over a third of establishments attended the session. It was rated 5 out of 5 by attendees, with 100% saying they would implement the learning in practice and share the learning with colleagues.

Our Digital Learning Champions Team have been well supported this session by the Apple Regional Training Centre (RTC).

The RTC offered 14 face-to-face sessions, training over 200 staff in using iPads to support learning and teaching. Within the RTC team, support and advice is shared regularly, including how to

become an Apple Teacher. All attendees who completed an evaluation said that the session had made changes to their practice that directly impacted on learners.

Throughout this session, schools have had free access to Read & Write using Chromebooks, as part of the Text Help Pilot. A third of our Primary Schools received bespoke training from Text Help. This pilot will be reviewed at the start of next session and recommendations made.

‘The read and write programme has been very beneficial to learners in my class particularly supporting pupils with Dyslexia. They have been able to use the ‘Talk to type’ feature to support them creating texts during writing lessons and answer comprehension questions fully. It has also supported children with producing more extensive pieces of writing and completing tasks within allocated time slots.’

**Teacher**

Google for Education hosted a series of Renfrewshire engagements, including a Gripe Jam for staff to identify what they wanted to learn.

Following on from this, Google for Education led an In-Service day, 2 in-person twilights and 2 Google Meet webinars, specifically tailored to staff needs. Attendees also had access to a Google Classroom for asynchronous support. All participants responded that they have increased their use of Chromebooks as a result of the training and agreed that they had increased confidence in using Google technology to save time.

‘Really enjoyed the wide range of areas covered - really feel I have learned lots!’

**Teacher**

‘My highlights were practical and hands-on experience using the Chromebook, learning some of the shortcuts and how to use accessibility tools effectively.’

**Teacher**



Professional learning has been offered to support schools to achieve awards such as the Digital Schools Award Scotland (DSAS), Digital Wellbeing Award (DWA) as well as providing information about the new Endorsement Award and the ELC award specifically for Early Years establishments. A total of 29 schools have achieved the DSAS, 7 schools have achieved the DWA and 1 school the Digital Endorsement Award.

Creative use of various digital platforms has strengthened communication with parents/carers and families in almost all establishments. This session schools increased the number of parents signed up to Parents Portal to a minimum of 50% across all schools. Staff continued to access the Get Safe Online (GSO) Ambassadors Team where resources and ideas are available for them to use within their own schools.

Group Call was successfully rolled out to all schools to improve communication and engagement with parents and carers. Bespoke training for staff took place in May 2024 and initial feedback has been very positive. This aligns with our Green Print Strategy and will ensure less need for paper-based copies of documents for parents.

### Developing the Young Workforce

The Schools' Transitions Group continues to meet regularly with a robust focus on supporting vulnerable learners into positive destinations. In 2022/23, the number of young people entering a positive destination after leaving school was 96.4%. This is down 0.2% from the 2021/22 capture point due to a number of factors which include a 22% rise in the number of S4 leavers. Of our care experienced leavers, 92% entered a positive destination representing an increase of 10% from 2021/22. The number of leavers from quintile 1 entering a positive destination was 94.22% an increase of 1% from 2021/22.

Pathways teams continue to develop with Invest in Renfrewshire transitional support workers now engaging with all Renfrewshire secondary schools. A School Leavers Practitioners Network has also been developed with colleagues from Education, Skills Development Scotland, Invest in Renfrewshire and Developing the Young Workforce West, meeting on a bi-annual basis. The network allows practitioners across agencies to share best practice and ensure appropriate supports are in place for all school leavers,

particularly the most vulnerable. The impact of the network includes:

- Renfrewshire Destination planner developed and shared with all schools
- Future Pathways meeting now established on a monthly basis in all secondary schools
- Invest transition support workers in place to support all schools
- Datahub training sessions provided for key staff
- 16+ training for all network colleagues

All secondary schools and our 2 schools for pupils with additional support needs (ASN) have a Developing the Young Workforce (DYW) coordinator. DYW Coordinators support and implement structures for employer engagement, maintain local business partnerships, and contribute to national priorities around employability, the Career Education Standard and Work Placement Standard. DYW Coordinators play a crucial role in connecting education and the world of work, helping pupils prepare for their future careers. A total of 8,527 DYW engagements have been recorded across all 13 secondary schools during session 2023/24.

## Curriculum, Learning, Teaching and Assessment

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These include work placements, employer engagements and career events. This work continues to support all our learners including the most vulnerable to develop key skills which will allow them to access future destinations.

Renfrewshire's 'My Future Pathways' programme offers opportunities for young people who are interested in pursuing a career in the construction industry. Almost 40 young people have attended the course since August 2023 with almost all securing a positive destination with West College Scotland's pre-apprenticeship course or a training course with Invest in Renfrewshire.

In September and December, Renfrewshire held its first 'Get Hired' events in partnership with Invest in Renfrewshire and Skills Development Scotland. School leavers had the opportunity to meet with employers and training providers with 'live' opportunities. Almost all young people who attended the September event secured a positive destination. The December event was also very well attended with a number of opportunities accessed by our most vulnerable school leavers.

Career Ready was launched in September 2023 with 7 young people from Park Mains High School embarking on the 2-year coaching and mentoring programme. The programme provides the opportunity to work with a mentor from the world of work, access to a series of skilled masterclasses and a 4-week paid internship over the summer holiday period to support the development of key employability skills. Three of our Career Ready young people completed their internship with Renfrewshire Council in July 2024. Feedback from both interns and mentors has been overwhelmingly positive with plans in place to extend the programme to an additional 2 secondary schools in session 2024/25.

Young People from Castlehead High School and Renfrew High School have embarked on the DXC Digital Futures Academy. 12 young people who are currently in S2, have the opportunity to work alongside industry experts and gain exposure to cutting edge technologies over the next 4 years. The programme includes personal career planning, goal setting, action planning and decision making. Access to these opportunities will have a direct impact on preparing young people for all pathways and future career aspirations.

225 S3 young people from across all secondary schools accessed the 'Future Paisley Pathways Programme' during February and March 2024. The programme was developed to inform young people about both further education routes and professional development opportunities in Renfrewshire's cultural sector, including internships, volunteering opportunities, courses available at West College of Scotland, and the UWS Foundation Academy. Feedback from young people indicates the programme was successful in increasing awareness of opportunities in local creative industries. One young person stated, 'there are lots of different opportunities through creative subjects, [many more] than I thought'. This sentiment is further reflected in the increased awareness of the educational programmes available. The numbers of young people who stated they were aware of the educational opportunities in Renfrewshire rose from 27% to 77% on completion of the Pathway Programme. Full evaluation of this very successful project can be found at Appendix C.

We continue to strengthen the Senior Phase offer, to widen the range of opportunities available to young people, including appropriate courses and work placement opportunities. Six schools across Renfrewshire accessed the UWS Foundation Academy in session 2023/24 as part of a widening access programme. A Principal Teacher 'College Pathways' post has been created to ensure all learners have access to appropriate support at key points of transition with a particular focus on our care experienced young people. 14 young people from across secondaries have accessed enhanced transition to West College Scotland with support from the PT College Pathways.





## STEM (Science, Technology, Engineering, Maths)

### Primary Schools

Pupils from 19 primary schools across Renfrewshire visited West College Scotland to participate in STEM workshops delivered by key staff and ambassadors in this curricular area. Pupils had the opportunity to access experiments in fingerprint analysis, lung capacity and rockets.

Feedback from staff at Gallowhill Primary School:

‘The pupils had the best time during their visit and didn’t want to come back to school. They had so much fun with lots of chat about the experience for days afterwards’.

**Teacher**

SmartSTEMs delivered engagements with pupils from Brediland Primary School and St James' Primary School in Renfrew. Groups participated in a variety of challenges, developing creative thinking and problem-solving skills. Children also enjoyed interviewing STEM ambassadors using digital platforms to learn more about careers in the world of STEM. P7 children gave the following feedback:

'I thought it was interesting and fun. My favourite part was the paper plate challenge as it made you think, and you had to work as part of a team'.

**P7 child**

Nine primary schools received funding from the Royal Society and worked in partnership with Glasgow Caledonian University and the Royal Navy to design and build their own Goblin kit cars – electric cars designed for racing. Children worked for 9 months on this exciting project and each school successfully built their own

car which can reach speeds of up to 20 mph. Children got to race against each other in their cars at Kames course in East Ayrshire with children from Wallace Primary School being the winners. All children involved in the project were introduced to engineering in a fun and innovative way whilst learning about aerodynamics and skills for life and work.

Some Primary 7 children involved in the project provided the following feedback:

'It's been really fun to do - putting together all the parts and getting use different tools.'

'It has taken a few months to build so seeing it in action makes it just more exciting.'

'I'm thinking of becoming a mechanical engineer.'

'I want to do something in design or engineering or architecture.'

### Anti-Racist Education

Education Scotland supported the authority with a national input including a presentation to all Head Teachers to raise awareness of the importance of building racial literacy across the curriculum. A cross-sector working group has been established. This was evaluated as very good and as a result two primary and a secondary school have agreed to pilot anti-racist clubs involving children and young people within their own establishments next session. An accessible portal has also been set up with resources and materials to support schools. All members of this group have attended a number of professional learning opportunities in anti-racism, and this has developed a deeper understanding across schools of the complexity of delivering an anti-racist curriculum. A programme of training to support leaders at all levels in ensuring a whole school approach to anti-racism, has now been developed in partnership with the West of Scotland Development Education Centre (WOSDEC) and will be on offer in early September 2024.

# Curriculum, Learning, Teaching and Assessment

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## Next Steps

- Deliver a comprehensive core programme of professional learning and targeted interventions in Literacy and Numeracy across all sectors linked to professional standards and informed by local/national priorities.
- Create and develop a Renfrewshire Learning, Teaching and Assessment Strategy.
- Introduce a consistent Renfrewshire Standardised Testing approach to support teacher professional judgement.
- Develop a calendar of CLPL for leaders at all levels and produce support materials including assessment exemplars for use in all establishments.
- Introduce and implement a Target School Programme (Phase 2) to raise attainment and close the poverty-related attainment gap across all Literacy and Numeracy measures.
- Through provision of professional learning, Improving Outcomes for Young People meetings and bespoke approaches, support secondary establishments to raise attainment and achievement, narrow the poverty-related attainment gap and better understand their role in achieving the LA Senior Phase stretch aims.
- Continue to evaluate the content and guidance notes for the early level and pre-early level progression tools.
- Provide a programme of CLPL that will further develop early years' staff knowledge of the Curriculum for Excellence, Realising the Ambition and effective assessment and moderation.
- Work collaboratively with Education Scotland, NHS and Educational Psychology to develop a plan that will focus on improving the speech and language development of children.
- Develop a new framework for Renfrewshire's children aged 0-3 which will maximise their development and support staff in adopting best practice in planning, assessment, recording and reporting.
- Provide opportunities to develop the leadership skills of 'middle leaders' in our ELC settings.
- Extend the Young Leaders of Learning programme further with children and young people to listen to their views about how to improve our schools and their learning experiences.
- Review the rolling ICT refresh programme for establishments and continue to improve the ICT infrastructure.
- Provide a range of training opportunities and bespoke support to establishments to improve digital pedagogy.
- Introduce Safer Schools App to establishments to support online safety for parents.

- Refresh the group of Digital Learning Champions and provide further opportunities to share practice.
- Provide support to implement the new Primary Computing Science Progression Pathway.
- Further develop the senior phase including extending opportunities for achievement through the Scottish Credit & Qualifications Framework (SCQF).
- Provide opportunities for school staff to work collaboratively to explore a refreshed BGE curriculum offer.
- Implement Renfrewshire Future Pathways as the authority employability strategy to deliver 100% positive destinations by 2028.
- Widen Access and Participation to Further/Higher Education. Work in partnership with further/higher education institutions to increase the number of opportunities available for young people to access appropriate, sustained pathways.
- Promote Foundation Apprenticeships in key employability areas.
- Implement a refreshed DYW Work Placement model across all secondary schools to include meaningful school/ employer partnerships which will enhance the curriculum offer.
- Develop and deliver a programme of CLPL in partnership with WOSDEC for leaders at all levels to raise awareness of whole school approaches to anti racism.

# Performance Information

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**The Data team, comprising the Management Information Officer (MIO) and the Data and Evaluation Officer, provide highly effective support to the central team and to school leaders. The Data team undertake analysis and provide data summaries at key points of the academic year. These summaries include data on themes such as senior phase (initial and leavers' data), broad general education (BGE), attendance and exclusions as well as analysis of larger data sets such as Health and Wellbeing surveys.**

Data is used very effectively to identify where Scottish Equity Fund (SEF) support and interventions are required. The process of data-informed self-evaluation led to the application of specific interventions in target areas with deployed central support from literacy, numeracy and HWB development officers.

To support school leaders and practitioners, the Data team provide a range of universal and bespoke training and support throughout the session. An authority wide primary school tracking system was developed and training has been provided on its use. Similarly, training has been delivered to secondary leaders around use of Seemis and Power BI. Professional learning has also been delivered to classroom practitioners on effective use of data. As a result of these offers and supports, almost all school leaders now express confidence in the use of data.

## **Targeted Schools Programme (Primary)**

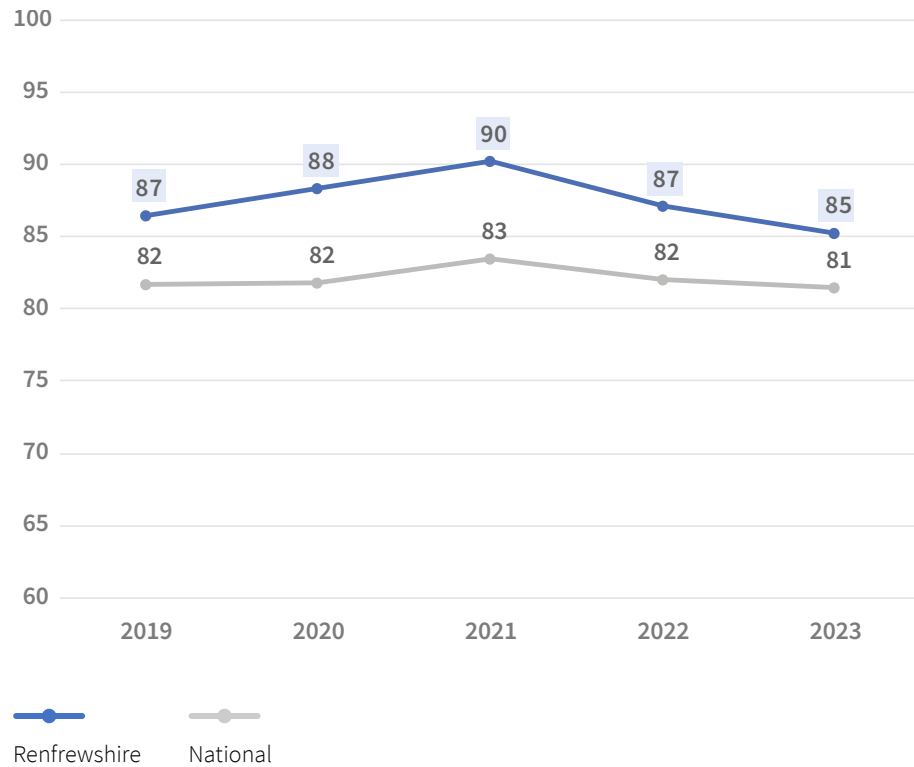
Through the analysis of attainment data, ten schools were identified as target schools in March 2024. The criteria used for identifying target establishments centred around those where there were a high number of children off track in attainment levels across 2 or more curricular areas, a high ratio of children from SIMD 1 and 2 and a high school roll. An eight-to-ten-week additional support programme was put in place to boost the attainment

levels of identified individual children across the schools and raise the overall attainment in the authority. The additional support and robust quality assurance included engagement with schools from education managers, development officers, early years' teachers and supply teachers. The evaluation data is broadly positive, and we are able to determine that the majority of schools who did not think they would achieve their targets went on to do so. 8 out of the 10 schools achieved 80% or more of their targets. All survey respondents felt the support needs of the school were met and that identified target children were suitable for the programme.

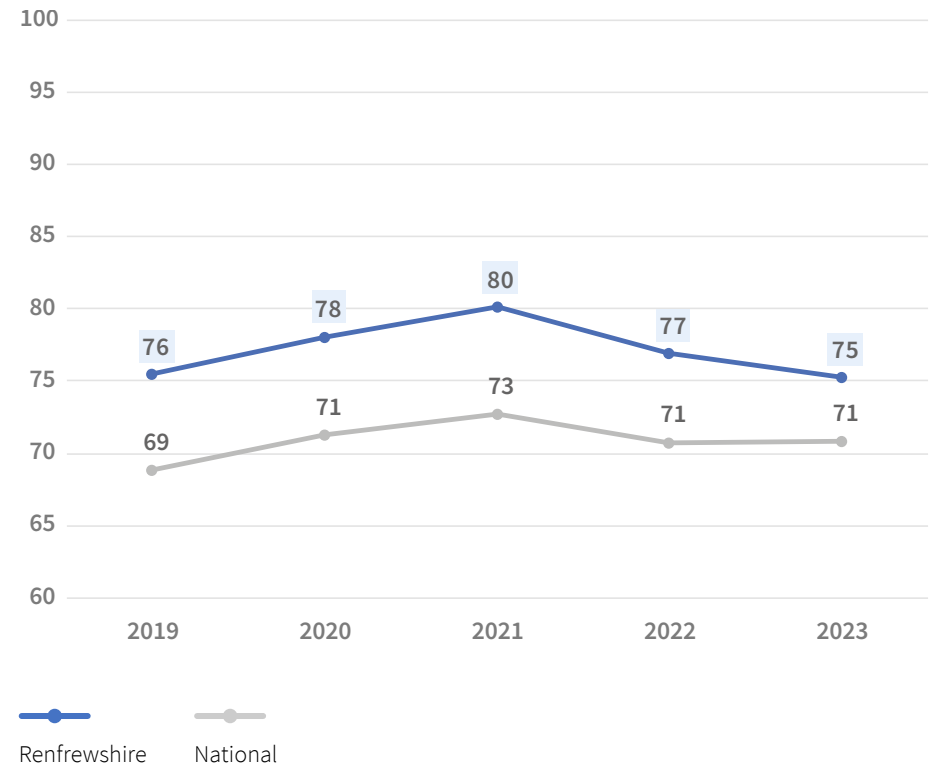


# Attainment in Literacy and Numeracy—SCQF Level 5

## Percentage of Leavers Achieving SCQF 5 Literacy



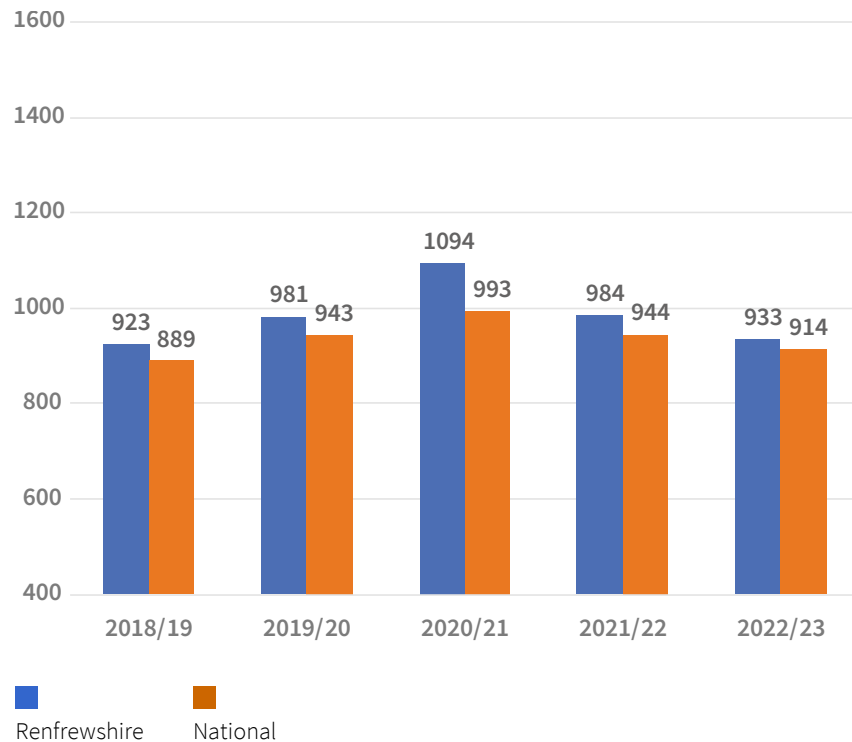
## Percentage of Leavers Achieving SCQF 5 Numeracy



Renfrewshire leavers consistently perform above national figures in literacy and numeracy

# Average Total Tariff

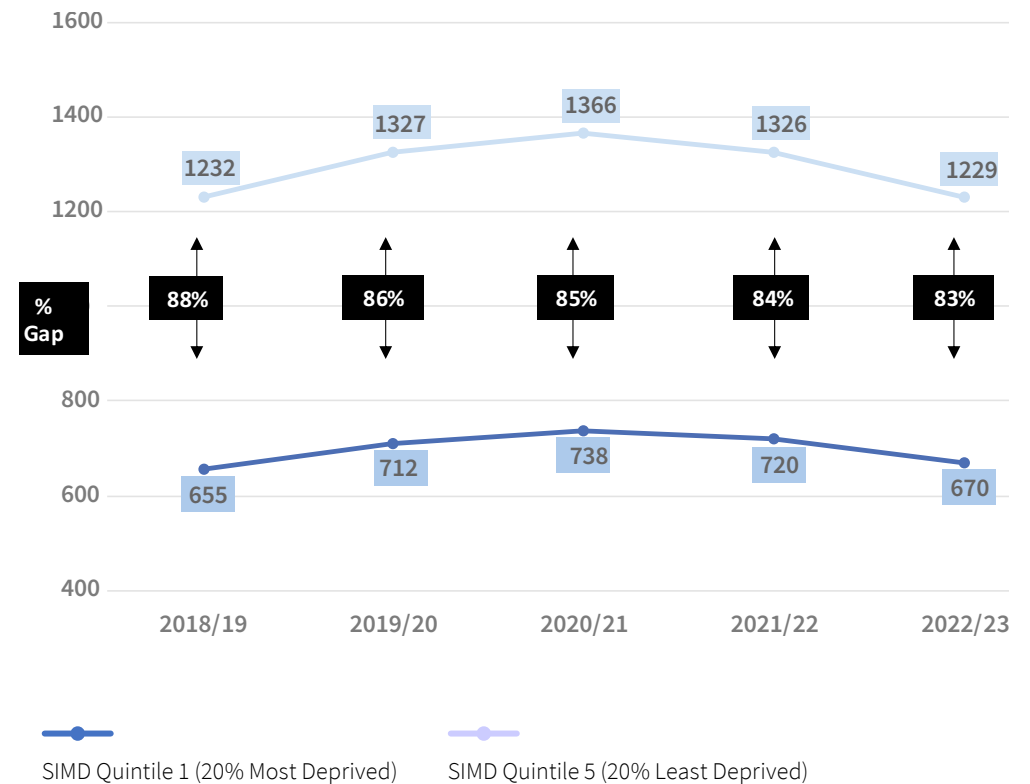
## Average Total Tariff Points—All Leavers



The average total tariff measures school leavers' attainment across all subjects and qualifications

Renfrewshire leavers concomitantly have a higher average tariff than national, indicating that our pupils achieve more qualifications and at higher grades than their counterparts across the country.

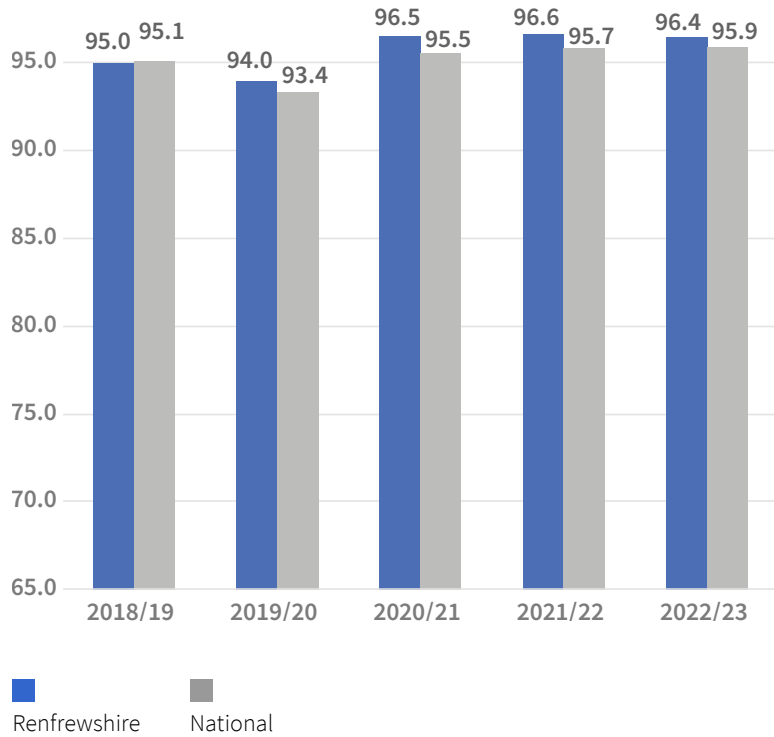
## Renfrewshire Leavers—Average Total Tariff by SIMD Quintile



Attainment gaps between pupils living in most and least deprived areas have consistently decreased over 5 years, remain significant.

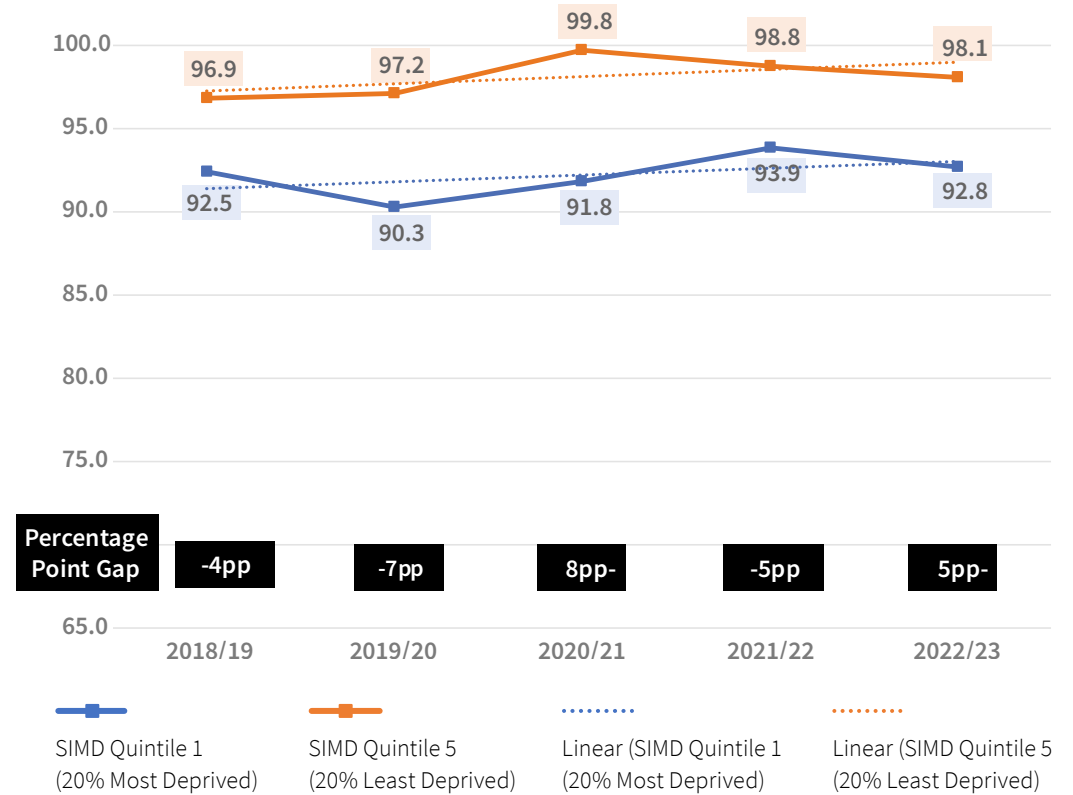
# School Leaver Destinations

Percentage of School Leavers in Positive Initial Destination



The percentage of Renfrewshire school leavers in a positive initial destination remains consistent and has been above the national figure for the previous 4 years.

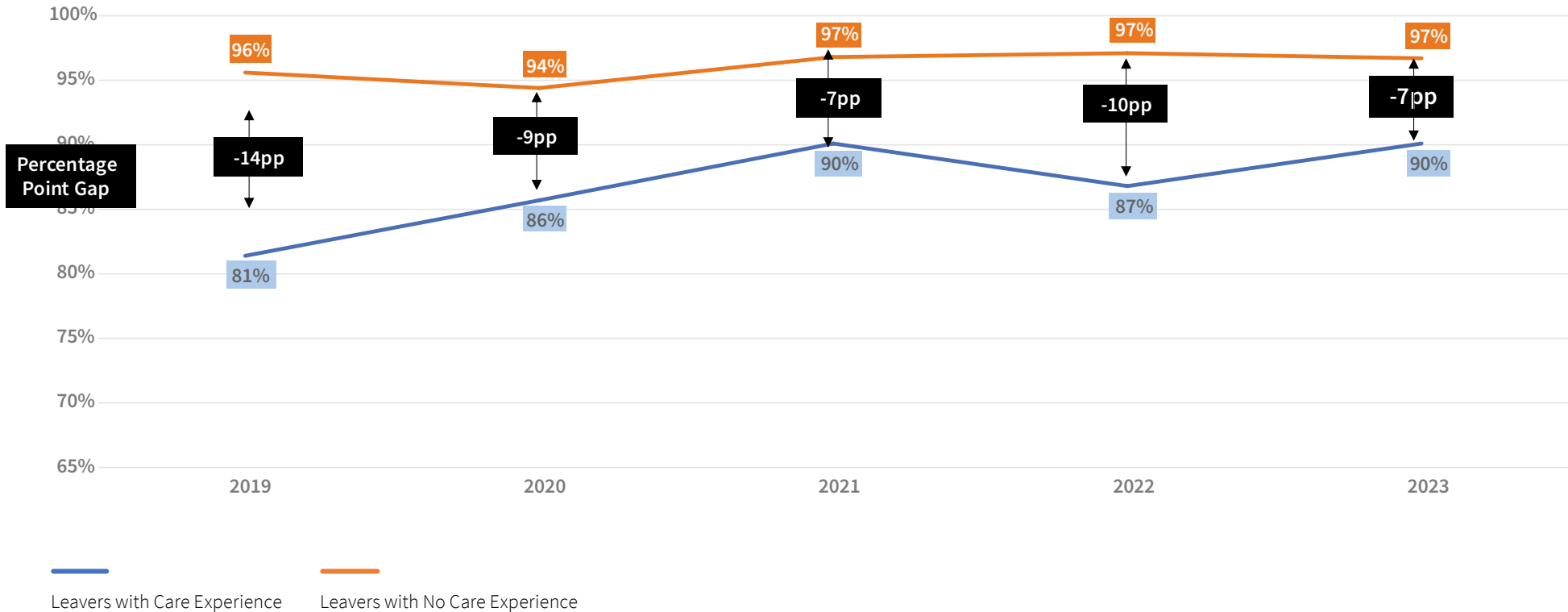
Percentage of Renfrewshire School Leavers in Positive Initial Destination—SIMD Quintile 1 & 5



The gap between leavers from most and least deprived areas had widened during the pandemic but has begun to decrease.

## Destinations by Care Experience

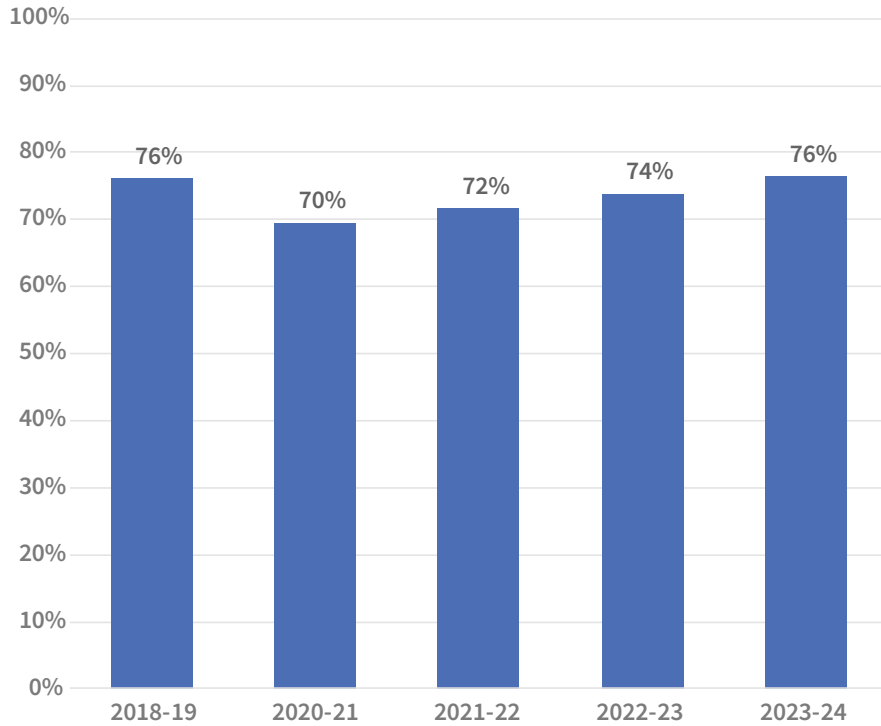
Percentage of Renfrewshire School Leavers in Positive Initial Destination—Care Experience



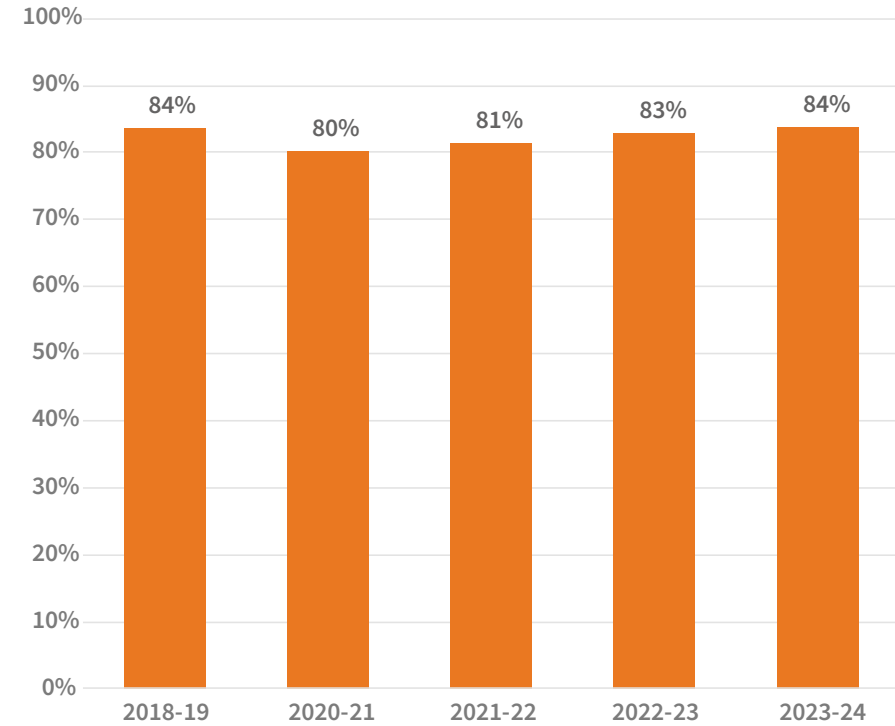
Despite a slight decrease in the previous cohort, the percentage of care experienced leavers entering a positive destination has increased over 5 years.

# Primary Attainment in Literacy and Numeracy

Primary Literacy—  
Percentage Achieved Expected Level



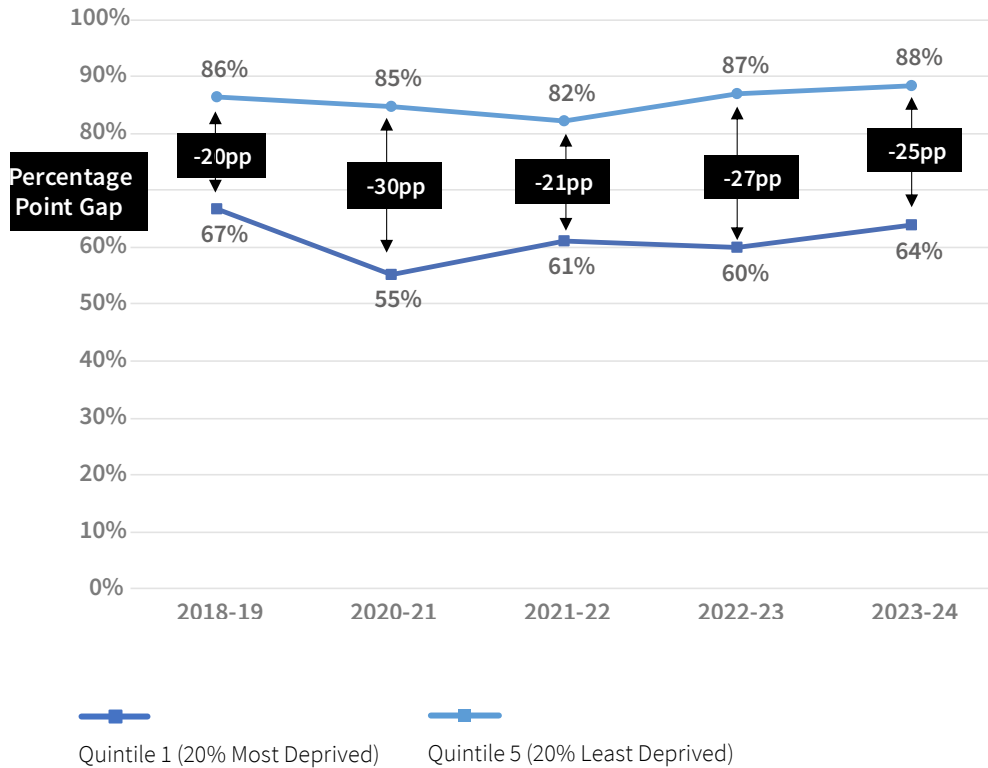
Primary Numeracy—  
Percentage Achieved Expected Level



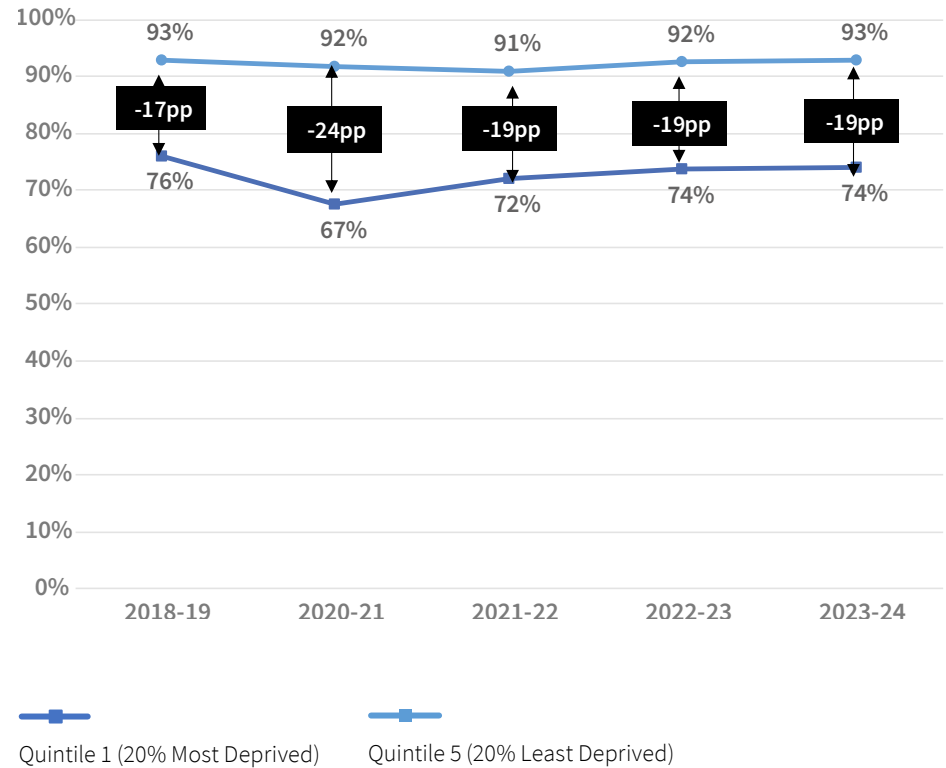
Primary attainment in literacy and numeracy continues to increase and is now in line with pre pandemic levels.

# SIMD Attainment Gaps

## Primary Literacy—Percentage Achieved Expected CfE Level by SIMD Quintile



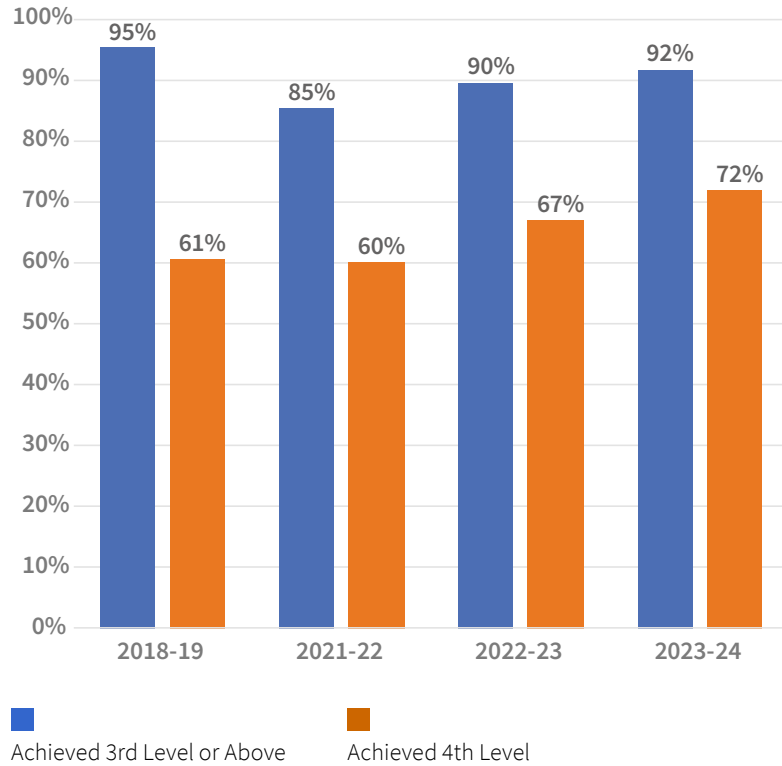
## Primary Numeracy—Percentage Achieved Expected CfE Level by SIMD Quintile



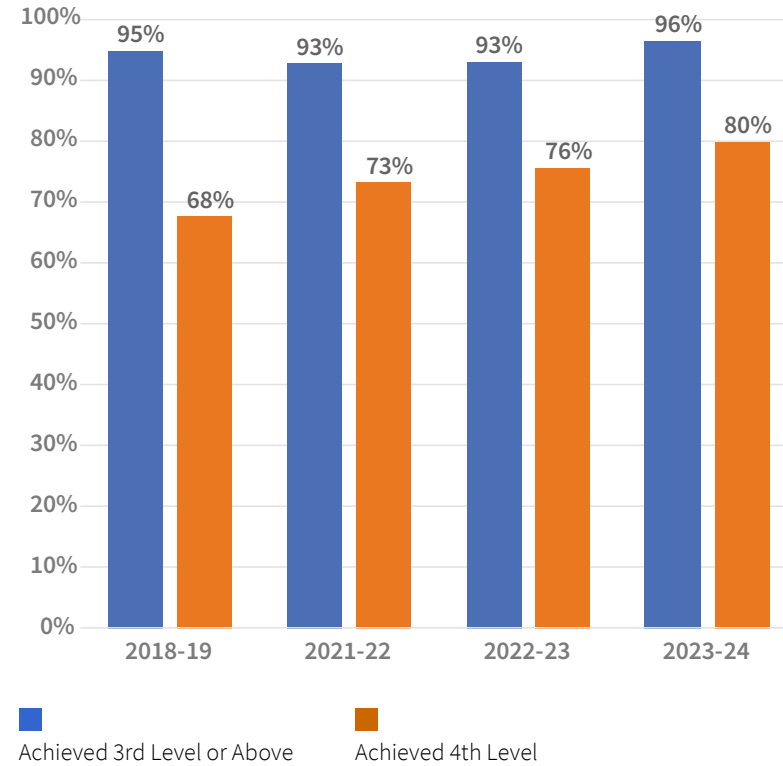
Pupils in most deprived areas were most significantly affected by the pandemic causing gaps to widen. Some signs of recovery since 2020-21 but this has been inconsistent.

# S3 Attainment

## S3 Literacy Attainment



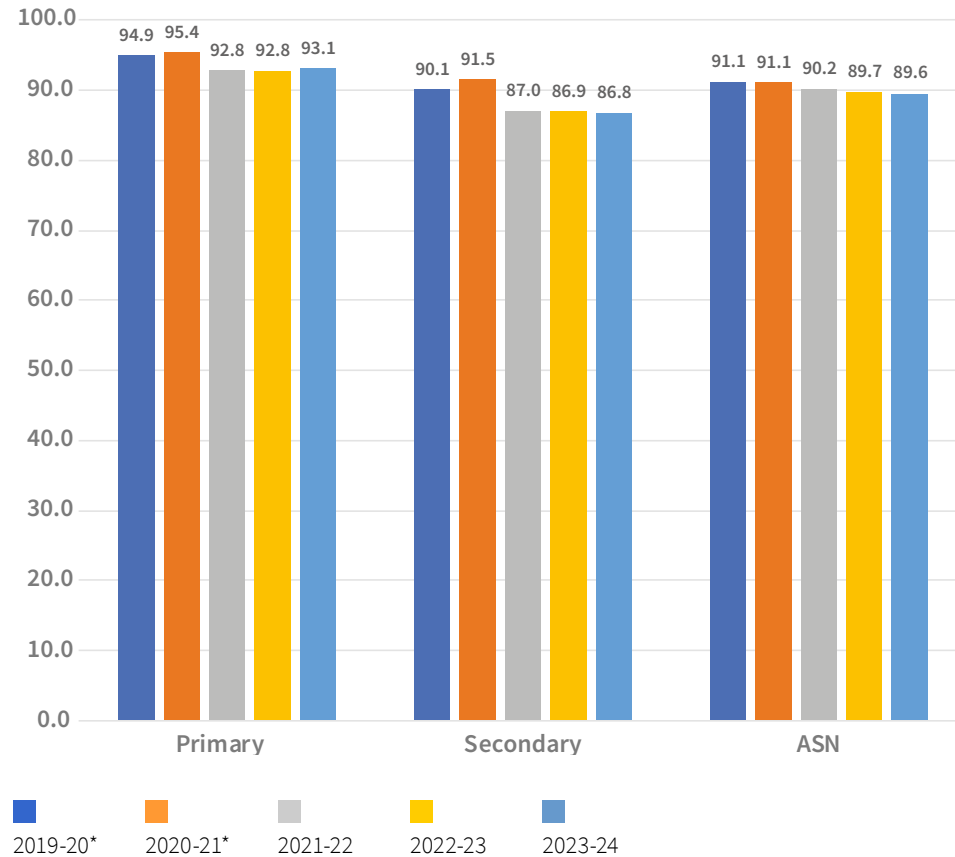
## S3 Numeracy Attainment



Attainment has continued to increase in both literacy and numeracy in S3, particularly at Fourth Level.

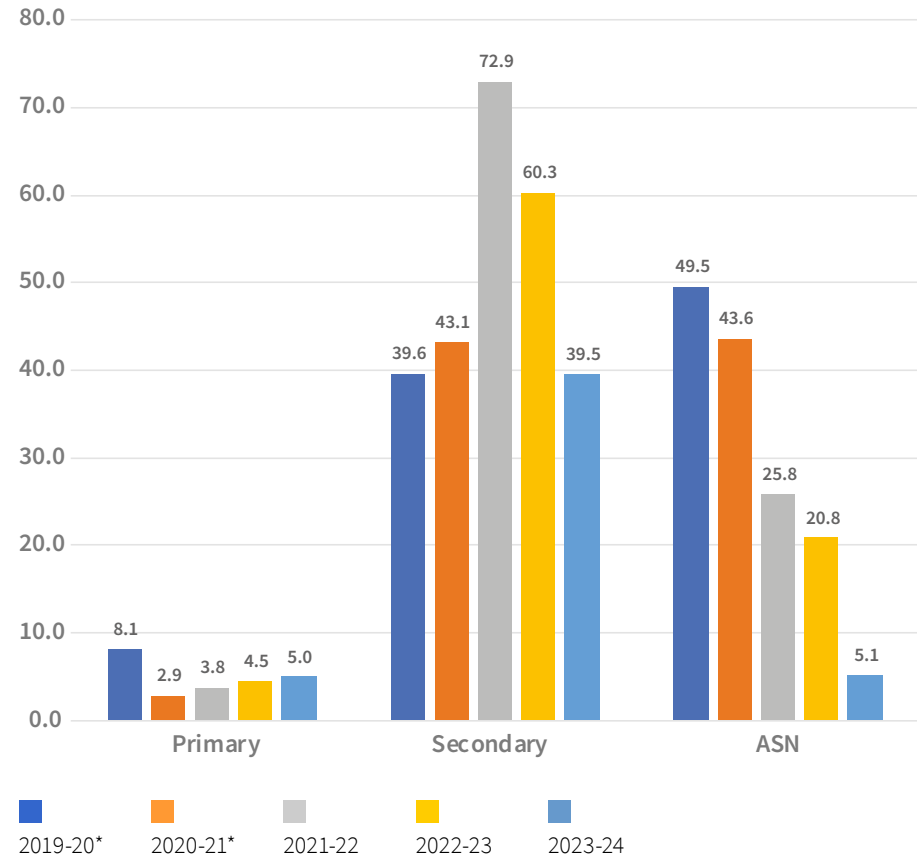
# Attainment & Exclusions

## Attendance Rates by Sector



Attendance rates have been impacted by the pandemic with primary and secondary attendance lower than in previous years. Primary attendance has increased since 2022-23 however secondary remains unchanged.

## Exclusion Rate per 1000 Pupils by Sector



Exclusion rates peaked in secondary schools following the pandemic. They have since fallen and are behind pre pandemic levels.



## 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 onwards. 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.

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. Evidence-based interventions are being used to support schools with improving Writing. Additional aims are included which focus on attainment of pupils living in SIMD most deprived and least deprived areas. This provides a rich set of data to inform future planning.

## Stretch Aims - 2023/24 Update

Although not yet achieving our targets there is increased attainment in all measures since the baseline year

Measure	Type	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022 (Baseline)	2022/ 2023	2023/ 2024	Target- 2023/ 2024	Difference to Target	Difference to Baseline
% primary pupils achieving expected level in literacy	Core	76%	76%	-	70%	72%	74%	76%	77%	-0.6%	5%
% primary pupils achieving expected level in numeracy	Core	83%	84%	-	80%	81%	83%	84%	85%	-1.2%	2%
% P1 pupils achieving expected level in writing	Core +	83%	83%	-	78%	81%	81%	83%	83%	-0.4%	2%
% P4 pupils achieving expected level in writing	Core +	77%	76%	-	70%	69%	74%	76%	77%	-0.9%	7%
% P7 pupils achieving expected level in writing	Core +	76%	76%	-	70%	73%	74%	77%	76%	1.2%	4%
% 16-19 olds participating in education, employment or training	Core	91.6%	91.7%	92.4%	93.0%	93.3%	92.8%	-	95.0%	-	-
% leavers achieving 1 or more pass at SCQF level 5 (All SCQF)	Core	90.0%	91.4%	92.6%	93.4%	91.5%	90.9%	-	92.6%	-	-
% leavers achieving 1 or more pass at SCQF level 6 (All SCQF)	Core	69.1%	69.7%	71.4%	77.1%	72.9%	70.5%	-	73.0%	-	-

# Appendix

The background features several overlapping geometric shapes. On the left, there is a large purple polygon. At the top, a teal circle overlaps a dark blue circle. In the center-right, a large pink circle overlaps a smaller, darker pink circle. At the bottom, a teal polygon overlaps a purple polygon.

# Appendix A

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## Scottish Government Education Workforce Support— Professional Learning

### Renfrewshire Council: Approaches to Cognitive Behaviour

#### **What was the context to the project/approach, why it was needed?**

In order to support the health and wellbeing of children and young people, our key staff around pupil support must be able to provide the best support they can. Over the last year we have delivered targeted staff training focussing on key skills in relation to risk. In order to enhance staff skills further, we have focused on anxiety, the main theme coming through our counselling in schools' data.

Renfrewshire's Approaches to Cognitive Behaviour Therapy (CBT) course introduces key staff to basic skills and knowledge around CBT. According to the National Institute of Health and Care Excellent (NICE), CBT has an increasing evidence base to support its effectiveness for a range of common mental health problems in children and young people.

#### **What were the main aims?**

The course is designed to provide confidence and understanding of basic approaches to CBT and demonstrate how a CBT based approach can enhance our work with children and young people, make sense of children and young people's experience of anxiety and develop an understanding of the factors which triggered the problem, those which maintain it and how to break out of the vicious cycle of anxiety.

#### **What did you do? What was the delivery model, target group(s)?**

Our course runs as a 2-hour twilight across 5 weeks with separate groups running for primary and secondary staff. Participants are expected to work with a child/young person throughout the course and practise CBT approaches shared within sessions.

Our target group has consisted of key staff in primary and secondary schools with a pupil support or nurture role. This has included key workers, nurture support staff, transition teachers, pupil support teachers and coordinators and head teachers.

## Appendix A

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### What was the impact and how did you measure it?

This session we have delivered four training cohorts and received 68 evaluations from a number of different roles from 22 different education establishments across Renfrewshire Council. Firstly, course evaluations provided feedback from participants regarding their knowledge and confidence before and after the course as a way of measuring practitioner enhancement. Secondly, we conducted a focus group with course participants to establish what impact the training had had on their practice and what their needs were in order to continue delivering high quality CBT approaches in a sustainable manner.

98.5% of evaluation respondents reported that their knowledge of CBT approaches had improved as a result of the course with pre-course ratings out of 5 increasing from 1.9 to 4.4. With regards to confidence development, 100% of our evaluation respondents have told us their confidence has improved as a result of the course with pre-course rating out of 5 increasing from 1.4 to 4.2.

The main reflections from staff included:

- Feeling better equipped to respond to children and young people.
- ‘The course has given me confidence to have more in-depth discussions with young people and peers- I know not to be put off tackling situations - to have open, honest and direct questioning conversations as I can follow a structure and identify a goal’
- Having a structure/framework to respond to children and young people which provided a systematic way of responding:
  - ‘I like the framework and the structure. Very helpful when structuring sentences and sessions with young people’
  - ‘What I really love about it is the framework, because I love structure and I love the way it (CBT) takes the child and us out of that feeling realm’
  - ‘I feel that I can take a more structured approach to discuss anxiety and difficulty making decisions with the pupils I work with.’
- Links with other programmes across the authority such as Non-Violence Resistance (NVR), Renfrewshire’s Nurturing Relationships Approach (RNRA) and LIAM (Let’s Introduce Anxiety Management).
  - ‘CBT effortlessly articulates so well with lots of other programmes.... we have NVR (non-violent resistance), there’s accommodating behaviours...so absolutely CBT links in with these other approaches’
  - ‘It does link nicely with LIAM(Let’s Introduce Anxiety Management)...it’s nice to have this approach to help as a first step before LIAM’
- Ways in which CBT approaches provide a space for reflection.
  - ‘I felt that the course gave me a complete change in mindset around avoidance and gave me confidence to support young people to address anxiety face on. Personally, it has given me a different outlook on situations where I may have gone for an easy fix or enabled avoidance to support a child. There has already been some impact evident in the young people

that I work who have been given support around situations which make them nervous’.

- ‘the structure really allows the young person to engage with themselves – so instead of being involved in a conversation with you....suddenly they are engaged with themselves’
- ‘It really does help them [the pupils] reflect on how their thoughts impact on their behaviours’.
- ‘I think it’s been helpful to know about the safety behaviours that we spoke about as well. ....its recognising all of these strategies that they are using and explaining to them and pointing out to them about what they use’
- The value of engaging parents and incorporating parental involvement.
- ‘Personally - my knowledge and confidence in using the language with pupils to help guide conversations. Professionally - putting strategies in place for pupils. Using the appropriate language with parents’

- ‘The parents really seem to have bought into it as well, particularly around the use of the (daily thought) diaries’
- Participants valued the use of shared language to improve effectiveness across groups/establishments/sectors:
- ‘I feel more confident with the language of CBT and with other trained staff this can become common language within the department.’

### Are there any next steps as a result of this work?

This approach has been funded through Renfrewshire’s Family Wellbeing Fund and will continue to run throughout session 2024/25. To support staff, resources have been developed by the Health and Wellbeing Development Officer to provide an information framework around our CBT approach along with information to parents regarding anxiety.

Survey respondents and focus group respondents also made several suggestions around how their CBT skills could be further developed and made sustainable. Key themes

around continuing communities of practices, evaluating impact at pupil/establishment level and practical alterations to course delivery were all noted. Moving forward, we will consider how this feedback can be addressed to ensure that high quality Approaches to CBT training continues to make a difference for children and young people in Renfrewshire.



**PATHWAY PROGRAMME  
EVALUATION REPORT**

The Pathway Programme was devised as an educational programme to develop Renfrewshire secondary school students' understanding of the culture and visitor economies across the region. The programme was developed to inform students about both further education routes and professional development opportunities in Renfrewshire's cultural sector/ including internships/ volunteering opportunities/ courses available at West College of Scotland/ and the UWS Foundation Academy}

This evaluation considers findings from a pilot/ which ran during February and March of 2024} There were **225x S3 students** who attended the programme where they participated in workshops at UWS/ explored the West College of Scotland Performing Arts and Creative Industries Departments/ visited local cultural organisations/ and toured the newly refurbished Paisley Town Hall}

The programme was delivered in partnership with Renfrewshire Council/ Future Paisley/ University of West of Scotland/ West College of Scotland/ One Ren/ PACE Theatre/ and Outspoken Arts}

The purpose of the Pathway Programme clearly aligned with the ambition of Future Paisley Step Change 5 and the strategic outcome which is to create *'Pathways into employment and progression routes in Renfrewshire's tourism, cultural and creative sectors are being supported.'*



## Planning

The Pathway Programme was a collaborative effort between a variety of partners} Each partner brought a unique perspective and offer for the programme} The partners involved and their primary roles within the project are listed below|

Partner	Primary Role
Renfrewshire Council Future Paisley/ Cultural Regeneration	<ul style="list-style-type: none"> <li>• Project funder</li> <li>• Developed the wider programme out with UWS campus</li> <li>• Created the QR code for gathering data</li> <li>• Supported the UWS Workshop sessions</li> <li>• Project coordination throughout the programme</li> </ul>
Renfrewshire Council Youth Services	<ul style="list-style-type: none"> <li>• Acted as the primary contact with all 13x Renfrewshire Schools</li> <li>• Collected statutory information (i)e}/consent forms/ risk assessments/ etc}#</li> <li>• Advised on needs of the schools (i)e}/best year groups to work with/ appropriate timing with student testing requirements/ etc}#</li> <li>• Coordinated transport to bring pupils to and from UWS / West College Scotland}</li> </ul>
UWS CCSE	<ul style="list-style-type: none"> <li>• Designed the Pathways Programme proposition</li> <li>• Coordinated workshop sessions with relevant academics</li> <li>• Coordinated speakers from relevant parts of UWS (David Scott/ Head of Division for School of Business &amp; Creative Industries/ Foundation Academy/ etc}#</li> <li>• Connected the planning group to the student recruitment team</li> </ul>
UWS Student Recruitment	<ul style="list-style-type: none"> <li>• Coordinated room hire and layout on the UWS Campus</li> <li>• Coordinated catering on the UWS Campus for all pupils/ accompanying teachers/ and workshop leaders}</li> <li>• Coordinated campus tour guides for the UWS Tour session</li> <li>• Procured goodie bags for the students</li> </ul>
West College of Scotland Creative Industries Department	<ul style="list-style-type: none"> <li>• Coordinated West College of Scotland Tours and Course Information Sessions</li> <li>• Organised active engagement sessions – theatre/ dance studios/ etc}</li> </ul>
PACE Theatre	<ul style="list-style-type: none"> <li>• Coordinated career talk and tour of their theatre</li> </ul>
Outspoken Arts	<ul style="list-style-type: none"> <li>• Coordinated organisation talk and tour of their gallery space</li> </ul>
One Ren  Libraries	<ul style="list-style-type: none"> <li>• Coordinated tour of the Paisley Central Library</li> </ul>
One Ren  Museums	<ul style="list-style-type: none"> <li>• Coordinated tour of the Secret Collection</li> </ul>
One Ren  Town Hall and Events	<ul style="list-style-type: none"> <li>• Coordinated tour of the Town Hall and technical demonstration (during the tour}#</li> </ul>

### Ensuring Access

It was crucial that the programme removed barriers for participation/ and through the support of Children's Services/ the planning team were able to identify any potential issues that might block disadvantaged groups from participating and removed them} With a maximum figure of 20 pupils per school, the directive to Children's Services was to highlight the opportunity to any care experienced young pupils and those from within SIMD 1 – 3 areas who had an interest in arts/ culture/ and creativity in the first instance}

To make the programme accessible for pupils to attend/ Future Paisley ensured that the budget (See Appendix A# had an allocation to offer every child lunch/ along with mid] morning refreshments and biscuits}

To make the programme accessible for schools to participate/ there was a need to finance staff cover as accompanying teachers were out of school for 2x full days} It was also imperative to cover all transport costs to allow pupils to be picked up and returned to school to meet their onward travel commitments}

### The Programme

The programme was structured to accommodate 20 pupils per school/ with 13 schools participating (See Appendix B#} To manage that level of participants/ the two] day programme held in a working week (Monday and Thursday#} was then repeated over 3 weeks}

The schedule (See Appendix C# for the programme included the following activities}

- **Creative Industries—Opportunities in Arts and Culture Workshop}**  
Hosted at UWS by staff from their School of Business and Creativity/ this session included activities from their arts and media degree course which was focused on the theme of “Your Creative Futures”. The session asked students to consider how their lives will feature creativity in in 10 years’ time through drawing, performance, storyboarding, podcasting, and creating a mocked] up news story or concept idea for a TV show}
- **Learning Skills for the Visitor Economy—Events and Tourism Workshop}**  
Hosted by UWS staff from the Centre for Culture/ Sports/ and Events (CCSE#} the session was built around table rotations to explore culture/ tourism/ and events} Activities included drawing a cultural collage on a cut out Paisley pattern/ identifying key tourism landmarks across Scotland/ and planning a hypothetical music festival in Renfrewshire}
- **Tour of the UWS Campus}**  
Overlapping with the three rotational tables during the Events and Tourism Workshops/ each school also received an individual tour of the UWS Paisley Campus}
- **West College Scotland Course Information Rotation}**  
This session included a rotation of the different artistic practices and practical courses available at West College Scotland} Students had the opportunity to mix music in a sound production booth/ see inside a theatre production workshop/ observe in theatre and dance rehearsals/ tour the working spaces for graphic design and architecture course/ and experience the Studio by MOYA (Minds of Young Artists#} space built around social enterprise whilst also learning about photography and media courses}
- **A Talk and Tour in One of Paisley’s Cultural Venues}**  
Schools were randomly assigned one of three cultural venues to tour in the Paisley town centre including The Secret Collection/ the newly opened Paisley Central Library/ and the Art Department where they met PACE Theatre and Outspoken Arts}
- **Tour of the Refurbished Paisley Town Hall}**



- This session included a tour around the newly opened Paisley Town Hall by One Ren's skilled events team members} Students were told about the refurbishment work alongside how the space is currently used and the various jobs that are required to operate a large] scale events venue}



#### Programme Delivery

All partners worked collegiately to ensure that the programme delivery was well managed to ensure maximum engagement for all those young people} The overall experience was seen to be highly insightful/informative/and engaging}

As a pilot/there were a few operational issues that occurred/and this was mainly to do with bus arrivals and pickups} This stemmed from miscommunications between the drivers and the bus company/but it should be noted that this specific issue was not fully resolved by the final week of the programme}

Over the three weeks of the programme/the partners held weekly meetings as a way to continually improve delivery (Appendix D#}These communications had a demonstrable impact on student feedback/as the comments gathered about aspects of the programme being boring which appeared in student feedback from week 1 were completely absent in feedback from week 2 and week 3}

#### Evaluation

The programme was evaluated using entry and exit surveys which were completed by the participating students} There were 146 students (56Ω #who completed the entry survey and 102 (40Ω #who completed the exit survey) While these responses only include around half of the participants/they are still able to provide a sample of the students' sentiments and provide insight into the impact of the programme}



Figure 1: Students completing the exit survey while sitting in the Refurbished Paisley Town Hall.

There were several expected outcomes for the Pathway Programme/including an increased visibility and engagement with Renfrewshire's cultural venues/a greater awareness of employment and educational opportunities in Renfrewshire's cultural sector, and an opportunity for personal growth and exploration for the participating S3 students} This evaluation looks at

each of these intended outcomes to evaluation and how well the programme accomplished these aims}

#### Visibility and Engagement with Renfrewshire's Cultural Venues

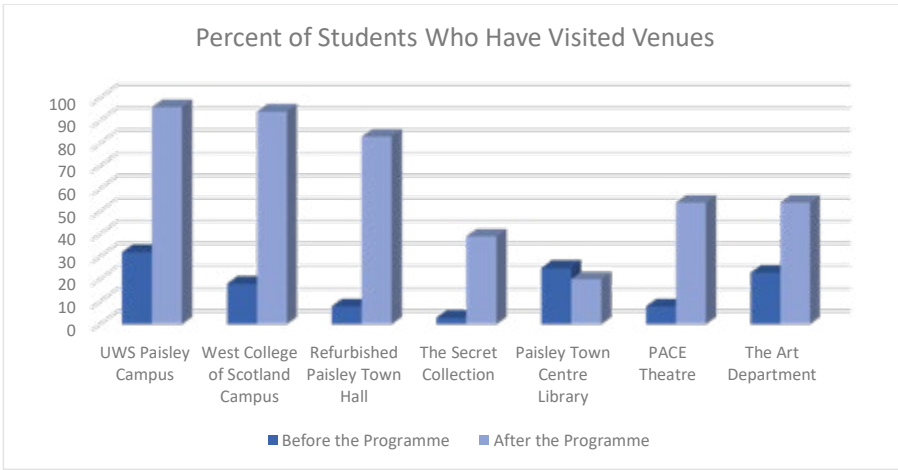
Data from the surveys demonstrates that this programme significantly increased the number of cultural venues students had visited in Renfrewshire} The two educational venues which all students attended through the programme/ being UWS and West College of Scotland/ both experienced a significant rise/ with the entry survey suggesting only a small percentage of the students had previously visited the campuses (only 32% for UWS and 19% for West College of Scotland} Similarly/ only 8% of students marked that they had visited the town hall prior to the programme} Though some students may have marked that they did not visit these venues in the exit survey either due to illness on a day of the programme or misunderstanding the question in the survey form/ all students were offered access to these spaces through the programme}

The cultural organisations involved in the programme had a similar rise in student familiarity} The Secret Collection/ which only had 3 percent of students stating they had previously visited/ was able to host 3 schools throughout the programme/ bringing nearly 60 students into the space} PACE Theatre and Outspoken Arts both had slightly higher figures for students who had visited prior to the programme/ but also saw a large increase/ as their shared tour slot allowed them to bring 6 schools with a total of around 120 students through their doors at The Art Department} The organisations and venues which participated in the programme saw the number of students who had visited their venue more than double}



The only venue for which this was not the case was the Paisley Central Library} This/ however/ is easily explained as the two schools with the lowest response rate to the exit survey were both schools who toured the library as their cultural venue visit} This lack of response from students who toured the library likely skewed the data for the exit survey} The library is also one of the venues routinely open to the public and is therefore the most likely venue that students would have visited prior to the programme/ explaining the higher percentage of students who had visited the venue on the entry survey which had more overall respondents than the exit survey}





**Awareness of Opportunity**

The feedback from students strongly suggests that the programme was successful in increasing their awareness of opportunities in the creative industries} The most common response to the question “What is one thing you learned from this programme?” was related to opportunities for work or study after school}

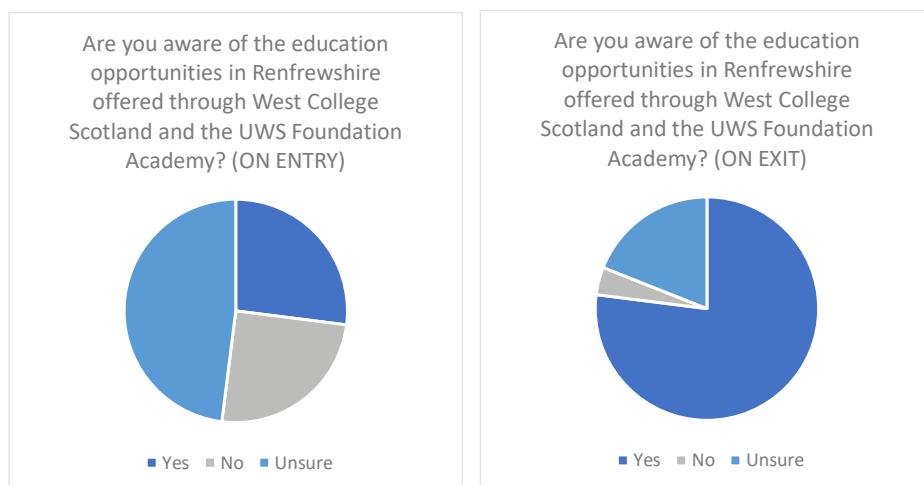
Students noted how the programme introduced them to a variety of careers in the creative and cultural sectors which they were not previously aware of. One student stated, “there are lots of different opportunities through creative subjects, [many more] than I thought”. There were 6 students who specifically commented on the number of opportunities available to them locally in Paisley and wider Renfrewshire}

Others commented on their experiences with UWS and West College of Scotland} From the student feedback/ 2020 stated that their main takeaway from the programme was about the opportunities and accessibility of University or College/ including several students who stated the programme helped them understand what “college and uni actually feel like”.



“I learnt that I will probably come to UWS for university”

This sentiment is further reflected in the students' increased awareness of the educational programmes available} The percent of students who stated they were aware of the educational opportunities in Renfrewshire rose from 27% to 77% on completion of the Pathway Programme}



#### Personal Growth and Career Exploration

Although the most common answers to the question “What career ideas are you currently interested in?” remained the same (unsure, engineering, and various careers including art and design as the three most popular answers# there were several responses to the open questions that demonstrated how the programme had progressed students’ personal journeys to discovering a career or path of study they would be interested in} One student said that they learned “there are tons of different pathways into the career [they] want” and another stated that they learned “that [they] should consider a more creative job for [themselves]” in the future. Additionally/ during the delivery of the programme there were several teaching staff who exchanged contact information with the creative organisations in order to follow up on students’ specific questions and interests}

There were several students who left comments in the open feedback section requesting that there be longer sessions where they could explore a subject more thoroughly} It is possible that adding time for student to explore their specific area of interest to the programme would provide them with the time to learn about their field of interest and gain the language to express the kind of career they specifically are interested in}

#### Conclusion and Next Steps

The Pathway Programme was able to successfully deliver on its three core aims of increasing visibility and engagement with Renfrewshire’s cultural venues, increasing awareness of employment and educational opportunities/ and of providing an opportunity for personal growth and exploration for the participating S3 students} Student feedback was clearly positive/ with

students rating the programme 4.3/5 stars overall/ and with multiple students expressing that the programme provided them with insight into future opportunities that responded to their interests in arts and culture}

The evaluation has highlighted that the Pathway Programme Pilot has been positively received and that a continuation of this partnership would be highly advantageous in supporting delivery of Future Paisley’s Step Change 5 which seeks to build pathways for our young people in Renfrewshire}

“I learned how to be confident in what I want I want to do in ten years””

“[I learned] that I am going to enjoy University and that Paisley really likes art.”

“[I learned] that there are a lot of jobs to do with art not just drawing.”



**Projected**

Item	Cost for 3 Weeks (270 students#)
Travel (includes 3 buses for all days#)	£3,000
Food (includes packed lunch and snack for all days#)	£6,480
Promotional Materials and Consumables	£2,500
Contingency	£1000
<b>Total Cost</b>	<b>£12,980</b>

**Actual**

Item	Cost for 3 Weeks (225 students#)
Travel (includes 3 buses for all days#)	£2,520
Food (includes packed lunch and snack for all days#)	£2,422.80
Staff Cover for Schools	£5,200
Promotional Materials and Consumables	£0
Contingency	£0
<b>Total Cost</b>	<b>£10,142.80</b>

## Appendix B| Participating Schools

### Week 1

- Linwood High School
- St. Benedict's High School
- Gryffe High School
- Johnstone High School

### Week 2

- Castlehead High School
- St. Andrew's Academy
- Geniffer High School
- Paisley Grammar School

### Week 3

- Renfrew High School
- Mary Russell School
- Park Mains High School
- Trinity High School
- Riverbrae School

## Appendix C| Schedule

**Day 1**

9:30 AM| Students Arrive at UWS  
 9:30]10 AM| Welcome  
 10]12AM| Workshops| Creative Industries—Opportunities in Arts and Culture  
 12]12:45 AM| Lunch  
 12:45]1:30 PM| Students travel to West College Scotland  
 1:30]2:45 PM| West College Scotland Course Information Rotation  
 2:45]3 PM| Students get back to the bus and head home

**Day 2**

9:30 AM| Students Arrive at UWS  
 9:30]9:45 AM| Welcome to Day 2  
 9:45]12AM| Workshops| Learning Skills for the Visitor Economy—Events and Tourism (and campus tour#  
 12]12:45 AM| Lunch  
 12:45]1 PM| Students walk down the high street  
 1]1:45 PM| Paisley Town Centre Cultural Venue Tour – School Dispersal (see below#  
 1:45]2 PM| Students walk to Paisley Town Hall  
 2:45 PM| Paisley Town Hall Tour  
 2:45]3 PM| Student get back to the bus and head home

**Paisley Town Centre Cultural Venue Tour Timetable**

Time	School 1	School 2	School 3	School 4
1PM	The Secret Collection	Paisley Town Centre Library	The Art Department ] PACE Theatre	The Art Department – Outspoken Arts
1:15PM				
1:30PM				
1:45PM	Travel to Town Hall	Travel to Town Hall	Travel to Town Hall	Travel to Town Hall
2PM	Paisley Town Hall	Paisley Town Hall	Paisley Town Hall	Paisley Town Hall
2:15PM				
2:30PM				
2:45PM	Travel to the Buses	Travel to the Buses	Travel to the Buses	Travel to the Buses
3 PM	Students head home	Students head home	Students head home	Students head home



## Appendix D| Weekly Debrief Records of Pathways Programme Planning Group}

**Week 1**

## Monday|

- Noted that the lunch was a bit long/ but we will keep timing the same in anticipation of the sessions potentially running longer next week
- Staff were confused about which building to enter at West College of Scotland} Will coordinate someone to greet them by the buses rather than in atrium}

## Thursday|

- Need to add an overview of the day to the morning introduction to help frame the afternoon sessions}
- Really positive feedback from the students about the morning workshops} They ran a bit over time (especially with the tours#which helped with keeping the lunches shorter but caused some issues the school returning last from the tour getting to the lunches late}
- Lunches ran out of soda quickly and had several extra sandwiches/ but it seems okay to keep this the same for next week} Request to add gluten free sandwiches to all lunches in case presenting staff have dietary requirements}
- There was some confusion with where schools were going for the afternoon sessions} We will add walking instructions for the packets for teachers and plan to continue having someone on the high street to direct staff towards their venues
- The Town Hall tour was crowded and there were issues hearing/ students staying engaged for the final talking session} Investigating with One Ren how to revise the session}

## Other Details|

- Photographer confirmed for the Thursday of Week 2

*Changes made after Week 1 included having greeters at West College of Scotland and a relatively significant overhaul of the Town Hall tour (increased from 2 tour guides to 4/one for each school, cut the creative producer talk at the end of the tours in favour of a technical demonstration on the stage after the tours, expanded the rooms seen on the tour to include the stage and if they had time the booth spaces).*

**Week 2**

## Monday|

- Buses missed one school in the morning for pick up} The issues had been checked with the bus company and they say it was just an error/ should be fine for next week}
- West College Scotland for next week has a fire drill scheduled at 2:45/ so we need to get the students out by 2:30} Youth Services to inform schools/ Future Paisley team to follow up with WCS to make sure staff are aware and timings are set}

## Thursday|

- Introduction in the morning was hard to hear for some of the speakers}
- Tours were running behind} It was adjusted during the sessions/ but we will remind the tour guides to keep to the 20 minutes for next week
- Snack break was missing biscuits} This was followed up with catering staff and was a one] off error/ has been clarified for next week}

- Town Hall Tours went smoother but there were further improvements discussed with One Ren to make it really engaging} In particular/ decision was made to integrate the technical demonstration into the tour to get rid of the period at the end when they are all sitting in the dark theatre space while only a few get to go use the lights board}

*Changes made after Week 2 include ensuring speakers use a mic in the Brough Hall and the integration of the technical demonstration into the town hall tour.*

### **Week 3**

Monday|

- Issues with the buses in the morning and the West College pick up in the afternoon} One school was being taken to Glasgow Clyde College instead of UWS and was quite late} Two buses did not return on time to avoid the fire drill at UWS} This was checked with the bus company earlier in the week after the mishap last week and was rechecked with them on the day after the morning bus was late} The bus company sent an apology for the errors}
- UWS morning session and the West College afternoon sessions were fantastic}

Thursday|

- Prior to the Thursday/ there was a struggle with one school regarding the request for a risk assessment and requiring clarity around how schools should complete the risk assessments} It was resolved but might be worth having a central folder of all risk assessments in the future}
- Note from previous week| more prior notice for photography would be helpful/ especially for the Secret Collection as they have to check photography permissions for the store of the collection/ they take the students into}

### **Closing Thoughts from the Final Debrief**

Thoughts on what worked well|

- The two]day condensed offer was really strong and helped make it easy to manage
- Going out to the locations was a crucial and valuable element
- Strong desire to make this programme continue; “every school needs to get this experience every year”
- No negative responses from staff and overwhelmingly positive feedback from students
- Riverbrae and Mary Russell really valued the opportunity to be included in the activities and to be brought into the programme
- The comfort the students gained with University and College environments was great
- The weather was amazing}
- This time of year worked well for S3 students and for UWS. It’s just when they are selecting courses and before the spring events programming start for the University}

Thoughts for Improvement|

- Students had expressed a desire for more time to explore the areas that interested them} Could we add something before or after the programme that lets students go more in depth on a topic†
- At times/it was hard to give all the students physical space to engage with the activities around the tables in the UWS hall for the Thursday activities} It could be good to split the groups down or have multiple instructors}

- Communication about the programme contents would be helpful for making sure the schools know what to expect (and ensure they all bring a full quota of students# This will be much easier with the photos/press/and evaluation from this year of the programme}

Questions for continuity|

- If this programme continues/where will it sit‡ Who can hold that responsibility for bringing the group together every year‡
- Is it within the council‡ In comms or youth services‡ In the new iteration of the cultural regeneration team‡
- In the future/how could the student who participate be tracked for outcomes when they are leaving school‡

For further information, please contact  
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