

# Inverclyde council

## Education Services

### Improvement Plan 2024/25



## Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2023/24. The first part of this process is the Standards and Quality Report (SQR) for 2023/24. The SQR allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year. A full glossary of terms used can be found at the end of the document.

**The National Improvement Framework (NIF)** requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The five priorities of the NIF are:-

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

In the plan below the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted **in green**. We see human and children's rights a golden thread throughout the plan.

### **NIF Drivers**

The key drivers of improvement (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information) continue to provide a focus and structure for gathering evidence to identify what is working well and where further improvements can be made. The NIF drivers also ensure we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across the drivers are essential to enable continuous improvement.

## **Towards Empowerment**

We will also consider how we can support the following dimensions of empowerment in our planning: autonomy, professional learning, participation and engagement collaboration, resources and impact.

## **Inverclyde's Strategic Outcomes for Children and Young People**

Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Education Officer SIP oversight group which also tracks the progress of the plan at regular intervals throughout the year and will feed into the wider Children's Services Plan. The group meets at least four times a year to collate progress made, identify emerging impact and to analyse the data linked to the identified actions.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the overall alliance partnership plan, council plan Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2023-26.

The Inverclyde Education Services Improvement Plan directly supports the delivery of the following Inverclyde Alliance outcomes:

### **Inverclyde Alliance Partnership Plan 2023/33**

#### **Theme 1: EMPOWERED PEOPLE**

- ◆ Communities have their voices heard and influence the places and services that affect them.
  - ◆ Gaps in outcomes linked to poverty are reduced.

#### **Theme 2: WORKING PEOPLE**

- ◆ Poverty related gaps are addressed, so young people can have the skills for learning, life and work.

#### **Theme 3: HEALTHY PEOPLE AND PLACES**

- ◆ People live longer and healthier lives.

#### **Theme 4: A SUPPORTIVE PLACE**

- ◆ Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm.

#### **Theme 5: A THRIVING PLACE**

- ◆ Development of strong community-based services that respond to local need.
- ◆ Easy access to attractive and safe public spaces and high-quality arts and cultural opportunities.

**Inverclyde Council Plan 2023/28**

**Theme 1: PEOPLE**

- ◆ Gaps in outcomes linked to poverty are reduced.
- ◆ People are supported to improve their health and wellbeing.

**Theme 2: PLACE**

- ◆ Communities are thriving, growing and sustainable.


**Theme 3: PERFORMANCE**

- ◆ High quality and innovative services are provided, giving value for money.

In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

For our 2023-26 Children’s Services Plan we have identified four key outcomes

- **Outcome 1: Children, young people and families are listened to and their views are instrumental in designing and delivering services**
- **Outcome 2: Children and young people’s health and wellbeing is promoted and improved**
- **Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families**
- **Outcome 4: Children, young people, families and services work together to reduce inequalities**

Education Improvement Priorities	NIF Priorities	Partnership Plan Council plan Committee Delivery and Improvement Plan Children’s Service Plan	Education strategies/ plans
			
Placing the human rights and needs of every child and young person at the centre of education	Placing the human rights and needs of every child and young person at the centre of education	CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services	
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	CP theme 1 ED1: Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan  ED3: ICT will support a more flexible, responsive and sustainable approach to delivering learning and teaching in schools.  ED4: Provision for Secondary Gaelic Education in Inverclyde will be established.	Digital Strategy Literacy Strategy Numeracy Strategy Parental Engagement Strategy Education Improvement framework Leadership strategy Gaelic plan
Closing the attainment gap between the most and least disadvantaged children and young people.	Closing the attainment gap between the most and least disadvantaged children and young people.	CP theme 1 CSP Outcome 4: Children, young people, families and services work together to reduce inequalities  ED5: Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Parental Engagement Strategy Education Improvement framework Leadership strategy Community Learning & Dev (CLD) plan

Improvement in children's and young people's health and wellbeing.	Improvement in children's and young people's health and wellbeing.	CP theme 1 CSP Outcome 2: Children and young people's health and wellbeing is promoted and improved	CLD plan Health & Well Being (HWB) strategy Educational Psychology Improvement plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Improvement in employability skills and sustained, positive school leaver destinations for all young people.	CP theme 1 ED6: Pathways for Senior Phase pupils will be enhanced.	LEP
Getting it Right for Every Child (GIRFEC).		CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services ED2: Targeted services for vulnerable children will be delivered to support the achievement of the priorities in the Inverclyde Children's Services Plan	Children's Services Plan Educational Psychology Improvement plan Family wellbeing hub plan
Improving outcomes of care experienced children, young people and their families.		CSP Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families	Children's Services Plan Educational Psychology Improvement plan

A: Improvement in attainment, particularly in literacy and numeracy.

**Outcomes for learners**

Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.

**UNCRC**  
**Articles 3, 23, 28, 29, 39**

Link to outcome 1 and 4 of the children’s’ service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Educational establishments are able to take forward and implement improvements that have a positive impact for learners.</b></p>	<p><b>Driver: Leadership</b></p> <p><b>A1</b> Carry out an evaluation of the peer review programme, with external support, to identify improvements needed for the second 3 year cycle starting in August 2025.</p>	<ul style="list-style-type: none"> <li>Increase in the percentage of establishments self-evaluating themselves as good or above for all QIs in NIF returns to 95% or above</li> </ul>	<p>Head of Education (HOE) Education Officer (EO)</p>	<p>By Dec 2024</p>
	<p><b>A2</b> Engage with emerging approaches to Education Service Self evaluation in partnership with ADES and Education Scotland, inc work within family group quads.</p>	<p>A completed self evaluation paper linked to “How good is our Education Service?” draft document will be complete, as well as the identification of related SE processes and next steps from the work of the QUAD.</p>	<p>Head of Education (HOE) Education Officer (EO)</p>	<p>By April 2025</p>
	<p><b>A3</b> Deliver support and training for self-evaluation, including the implementation of a preparing for inspection resource.</p>	<ul style="list-style-type: none"> <li>Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty’s Inspectors of education (HMIe), Care Inspectorate &amp; review reports – increase to 95% or above</li> </ul>	<p>Head of Education (HOE), Education Officer (EO) Associate Assessors</p>	<p>Throughout 24/25</p>
	<p><b>A4</b> Create a strategic resource to support establishments with curriculum making and design, including a working group to advise on tracking the curriculum beyond numeracy and literacy, as well as pupils’ wider achievements.</p>	<ul style="list-style-type: none"> <li>Vision and strategy are established and clear to all – evident in SIPs for 24/25</li> </ul>	<p>HOE and EOs P’ship with Education Scotland</p>	<p>By April 2025</p>



Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p><b>A5</b> Carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on increasing the flexibility of timetabling courses for S4 to allow more personalisation of learner pathways.</p>	<ul style="list-style-type: none"> <li>• Strategy aligns with emerging developments from Education reform programme</li> <li>• Related CLPL programme in place for 24/25</li> <li>• Completed consultation and make decision re number of N5s to be taken in 2025/26</li> <li>• Agree approach to curriculum design for S1-3 including models for test of change for implementation in 2025/26</li> </ul>	<p>HOE, EOs and Sec HTs HOE, EOs and Sec HTs</p>	<p>January 2025 June 2025</p>

<p><b>All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum</b></p>	<p><b><u>Drivers: School Improvement / teacher professionalism / assessment of children's learning</u></b></p> <p><b>A6</b> Continue to roll out the Literacy Strategy, with a focus on the highly effective teaching of listening, talking and writing.</p> <p><b>A7</b> Revise the existing numeracy strategy in line with national developments inc the outcome of the national thematic inspection.</p> <p><b>A8</b> Further develop Inverclyde's strategy for play pedagogy beyond P2.</p> <p><b>A9</b> Continue to develop the data strategy by: Implementing the Early years dashboard Implementing the S1-3 BGE and Senior Phase trackers</p>	<ul style="list-style-type: none"> <li>Evidence of increased impact on writing, listening and talking outcomes in participating schools</li> <li>Evidence of improved learning and teaching in participating schools through peer review and internal S and Q reporting</li> <li>Revised numeracy strategy is ready and shared with all establishments inc related CLPL</li> <li>A clear and shared vision play beyond P3 - 7 is in place alongside a revised self-evaluative framework</li> <li>Support materials are prepared in readiness for 2024/25</li> <li>Evidence of improved assessment processes linked to data tracking and monitoring resulting in improved outcomes across pilot ELCs</li> <li>Evidence of agreed approach being implanted via data collected during tracking periods</li> <li>S3 BGE outcomes improve at L3 and L4 in R, W and M in comparison to June 2024</li> </ul>	<p>Attainment Challenge (AC) Project lead</p> <p>ED (EMcL) and (AC) Project lead</p> <p>Quality Improvement manager (QIM) Play strategy group</p> <p>QIM</p> <p>AC project leader / Sec HTs</p> <p>AC project leader / Sec HTs</p>	<p>By June 2025</p> <p>By June 2025</p> <p>By April 2025</p> <p>By April 2025</p> <p>By April 2025</p> <p>Throughout 24/25</p> <p>By June 2025</p>
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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Improve the quality of digital literacy and learning in every establishment</b></p>	<p><b><u>Driver: Leadership / teacher professionalism / school improvement</u></b>  <b>A10</b> Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.   <b>A11</b> Develop a framework for training staff to ensure that all have a minimum digital skills level, with the ability to advance this further and further support this by re-establishing the Digital Champions Network.</p>	<ul style="list-style-type: none"> <li>• Refreshed service digital for 2025 – 30 in place by June 25</li> <li>• Schools can evidence improvements in digital pedagogy through school reviews and SQR</li> <li>• Increased number of establishments engaged in and achieving the digital schools award</li> <li>• CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs</li> </ul>	<p>HOE EO – AS</p>	<p>By June 2025</p>

**B: Closing the attainment gap between the most and least disadvantaged children and young people**

**Outcomes for learners**

**UNCRC**  
**Articles 3, 23, 28, 29, 39**

**All gaps reduced back to or reduced further, in relation to 2019 ACEL as part of ongoing recovery process**

Link to outcome 4 of the children’s service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG</b></p> <p><b>Gaps between pupils in SIMD 1&amp;2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data</b></p>	<p><u>Driver: leadership / school improvement / parental engagement</u>  <b>B1</b> Implement the SEF Plan for sessions 24/25 – 25/26</p> <p><b>B2</b> Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims by supporting and challenging establishments to raise attainment, reduce the poverty related attainment gap, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups</p>	<ul style="list-style-type: none"> <li>SEF plan for final year plan will be clear and agreed</li> <li>Stretch aims, inc core and core plus, agreed for 25/26 and progress is being made towards them</li> <li>Schools can evidence impact via attainment outcomes and SQRs 2024/25</li> <li>Key data points during 2024/25 show that progress is being made towards ind school's stretch aims</li> <li>Stretch aims for 2024/25 are met.</li> </ul>	<p>HOE, AA, AC Project leader</p> <p>AC Project leader AAdvisor Education Officers</p>	<p>By June 2025</p> <p>During 2024/25</p> <p>By June 2025</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p><b>B3</b> Fully implement BGE and Senior Phase Dashboard and Tracker</p> <p><b>B4</b> Continue to support the development of the WFWF alongside the exit strategy of the SEF in 2026, ensuring ongoing and highly effective early intervention support for families</p>	<ul style="list-style-type: none"> <li>• Data strategy moving is embedded in primary and moving to embedded in EY and BGE / SP.</li> <li>• Evidence of the data and tracking tools being used to inform and improve the learning and teaching cycle thus raising attainment and closing the PRAG – progress towards stretch aims is being made</li> <li>• There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff.</li> <li>• For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point.</li> <li>• Children and young people accessing the service will report improved wellbeing using a variety of measures.</li> <li>• Adults accessing the service will report an improved sense of agency using a variety of measures.</li> </ul>	<p>AC Project leader AAAdvisor Education Officers Head teachers</p> <p>PEP AC AC Project leader EO – Inclusion</p>	<p>During 2024/25</p> <p>By June 2025</p> <p>By June 2025</p>

C: Improvement in children’s and young people’s health and wellbeing (HWB).

**Outcomes for learners**  
**Pupils’ health and wellbeing indicators improve with a particular focus on mental health**

**UNCRC**  
**Articles 3, 23, 28,**  
**29, 39**

Link to outcome 2 of the children’s service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Pupil attendance improves for all, closer to pre-pandemic levels.</b></p>	<p><b>Driver: Leadership / school improvement / parental engagement</b>  <b>C1</b> Continue to roll out and develop the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.</p>	<ul style="list-style-type: none"> <li>Attendance strategy launched and in use – found in evidence via Peer Review process as well as ongoing EO visits / SIPs</li> <li>Weekly tracking shows improved levels of attendance for all establishments in comparison to 23/24 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%)</li> <li>All pupils with lower than 20% have a clear single and or multi agency plan in place – ASG to monitor pupils with less than 10% attendance.</li> </ul>	<p>Depute Principal Ed Psych (JJ)  SAC project manager  Attainment Advisor</p> <p>EO – inclusion</p>	<p>By Oct 2024</p> <p>During 24/25</p> <p>By Dec 2024</p>
<p><b>Support and provision for pupils’ mental health and wellbeing continues to improve</b></p>	<p><b>Driver: Leadership / school improvement / teacher professionalism</b>  <b>C2</b> Link with partners and school leaders to refocus on the substance misuse strategy with a particular focus on vaping, including support for pupils to cease.</p>	<ul style="list-style-type: none"> <li>All secondary schools are clear on resources and curriculum materials to support pupils in relation to vaping and are promoting and using these e.g. via PSE</li> </ul>	<p>EO – AM  CLD service manager - HS</p>	<p>By Dec 2024</p>

	<p><b>C3</b> Review approaches to and guidance around the assessment and tracking of health and well-being 3 – 18</p> <p><b>C4</b> Review the PSE curriculum 3-18 with a focus on progression and the development of a life skills approach, particularly for senior phase pupils in supporting their preparation for leaving school e.g. personal budgeting</p>	<ul style="list-style-type: none"> <li>• All secondary schools have had vaping sensors fitted</li> <li>• A guidance document and related actions are agreed and shared with all schools</li> <li>• Review complete and actions relating to curriculum development are complete or being actioned</li> <li>• Action is clear re life skills package and resources for Senior Phase pupils</li> </ul>	<p>EO - EMcL</p> <p>EO – AM</p> <p>EO – AM</p> <p>EO - GB</p>	<p>By Oct 2024</p> <p>By June 2025</p> <p>By June 2025</p> <p>By June 2025</p>
<p><b>Reductions in reports of incidents of bullying in comparison to figures from 2021 - 24</b></p>	<p><b><u>Driver: Leadership / school improvement</u></b></p> <p><b>C5</b> Publish the revised Inverclyde Anti-bullying policy by June 2025 including refreshed advice on reporting and recording</p> <p><b>C6</b> Ensure that all establishments are clear on the current reporting arrangements for 2024/25</p>	<ul style="list-style-type: none"> <li>• Incidents of reported bullying decrease from 2023/24 baseline</li> <li>• Revised policy and protocol for recording of incidents in place</li> <li>• Incidents of reported racist incidents decrease from 2023/24 baseline</li> </ul>	<p>PEP</p> <p>HOE / SEEMIS Officer</p>	<p>By June 2025</p> <p>By Sept 2024</p>

D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>Improve the overall percentage of young people achieving a positive and sustained destination in comparison to the 2022/23 SLDR %</p> <p>All young people with Additional Support Needs, Care Experienced Young People or other barrier will be supported into a positive and sustained destination</p> <p>Young people are aware of the employability skills necessary for the world of work and the different pathways available to secure positive sustained destinations.</p>	<p><b>Driver: School Leadership, School Improvement, Assessment of children's progress</b></p> <p><b>D1</b> Link to Curriculum review work in A4, i.e. carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on flexible approaches to timetabling in the senior phase.</p> <p><b>D2</b> Fully implement the Leaver's guidance in 2024/25.</p> <p><b>D3</b> Fully implement the Leaver's transition guidance for pupils with ASN in 2024/25.</p> <p><b>D4</b> Commit to ensuring that every young person will receive an offer for October 2024 that has a maximum chance of being sustained.</p> <p><b>D5</b> In order to achieve this, continue to work alongside our partners to continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.</p> <p><b>D6</b> Continue to support an increase in the number of schools who have SCQF Ambassador status ie all to achieve bronze and increase in number achieving silver.</p>	<ul style="list-style-type: none"> <li>Outcomes of reviews and consultation are clear with decision made re next step for session 2024/25.</li> <li>Evidence that guidance is being implemented via compliance checks by EO and improved outcomes in the ILDR for Oct 2024 are clear, inc an improved in PDs for ASN, CEYP and pupils in SIMD1.</li> <li>Improved pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school are available and being taken up by pupils.</li> <li>All secondary schools to have achieved bronze SCQF status by June 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary HTs</li> <li>EO – Senior Phase</li> <li>Governance Group</li> <li>All partners</li> </ul>	<p>By June 2025</p> <p>By June 2025</p> <p>By June 2025</p> <p>By June 2025</p>



E: Getting it Right for Every Child

**Outcomes for learners**

**The needs of all learners are met, ensuring that they make progress and achieve**

**UNCRC**  
**Articles 3, 23, 28,**  
**29, 39**

Link to outcome 1 of the children’s service plan

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
<p><b>Outcomes for all pupils with ASN improve</b></p>	<p><b><u>Driver: Leadership, school improvement, teacher professionalism, assessment of children’s learning</u></b></p> <p><b>E1</b> Continue to ensure that practice and provision of all establishments is trauma informed</p> <p><b>E2</b> Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance</p>	<ul style="list-style-type: none"> <li>All establishments are able to evidence where they are on their trauma informed journey and what plans they have in place to develop this further inc annual service agreement with Ed Psych</li> </ul> <p>Attendance strategy</p> <ul style="list-style-type: none"> <li>Weekly tracking shows improved levels of attendance for all establishments in comparison to 23/24 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%)</li> <li>All pupils with lower than 20% have a clear single and or multi agency plan in place – ASG to monitor pupils with less than 10% attendance.</li> <li>All establishments are using the audit tool on an annual basis with an identified cohorts of established</li> </ul>	<p>PEP / EO - VS</p> <p>Depute Principal Ed Psych (JJ) SAC project manager Attainment Advisor</p>	<p>Throughout 2024/25</p> <p>By Oct 2024</p> <p>Throughout 2024/25</p> <p>By Dec 2024</p> <p>By June 2025</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p><b>E3</b> Implement the revised Child protection audit process alongside the work of the newly formed Child protection subgroup.</p> <p><b>E4</b> Continue to review and develop capacity of specialist ASN provision. Include a focus on early ASN screening pre 3yr old .</p> <p><b>E5</b> Continue to support ASN Leaders through CLPL with the assessment processes relating to identifying the needs of ASN pupils.</p> <p><b>E6</b> Ongoing roll out of PPB training for targeted schools, as well as offering a rolling programme of training to support all practitioners around de-escalation techniques</p> <p><b>E7</b> Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education, with a focus on curriculum mapping where anti-racist education and the wider equalities agenda is being delivered</p>	<p>engaging in an audit visit to triangulate findings.</p> <ul style="list-style-type: none"> <li>• Actions relating to child protection Identified through formal inspections reduce.</li> <li>• Need for ASN capacity in primary is identified and plans are in place to bring this online for August 2025.</li> <li>• ASN leaders report increased confidence in assessment processes - ASNMF and ASG identify improved in submissions.</li> <li>• Reduction in the number of critical incidents due to staff's increased skills in de-escalation by 10% on end of 23/24 baseline</li> <li>• All establishments can evidence how they are addressing approaches to anti racist education within their curriculum with leaders reporting improved knowledge and confidence in relation to race equality, including curriculum maps</li> <li>• Pupils report improved learning experiences and knowledge relating to race equality</li> </ul>	<p>HOE / CPC sub group</p> <p>EO – VS</p> <p>PEP EO - VS</p> <p>EO - VS</p> <p>EO - EMcL</p>	<p>Throughout 2024-25</p> <p>By June 2025</p> <p>By June 2025</p> <p>By June 2025</p> <p>By June 2025</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p><b>E8</b> Fully implement the missing person policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support</p>	<ul style="list-style-type: none"> <li>• The revised missing pupil policy will be in place</li> <li>• Reduction in number of missing pupils and anti-social incidents</li> <li>• Pupils affected receiving the correct package of support</li> </ul>	<p>HOE EO – VS PEP VHT</p>	<p>Throughout 2024-25</p>

F: Improving outcomes of care experienced children, young people and their families.

**Outcomes for learners**

Link to outcome 3 of the children’s service plan

**UNCRC**  
**Articles 3, 23, 28,**  
**29, 39**

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
<p><b>Improved outcomes for Care Experienced Young People (CEYP) across all establishments</b></p>	<p><b>Driver: Leadership and school improvement</b> <i>*refer to Virtual School Improvement plan 23/24</i></p>	<ul style="list-style-type: none"> <li>Evidence of impact on a minimum number of care experienced pupils who have benefitted from the new targeted service to support mental health</li> <li>Reporting shows impact of Education support workers in particular increasing positive destination figure.</li> <li>Dashboard in place and being used by Virtual School for primary, BGE and SP.</li> <li>Outcomes for CEYP are improving both in attainment and progress at key tracking points throughout the year</li> <li>Schools will be reporting on specific interventions to support CECYP.</li> <li>Outcomes for 24/25 across all measures show improvement for CEYP</li> <li>Reduction in exclusions</li> <li>Evidence of successful interventions being utilised in schools to prevent exclusion</li> <li>Evidence of the impact of support services such as Thrive and Lomond View in reducing figure.</li> <li>Improved attendance for almost all CEYP in mainstream schools in particular those with attendance below 50% accessing the ILS.</li> </ul>	<p>Virtual HT (VHT) AC project lead Reviewing Officer – JS Education Support Worker Mental health provider</p> <p>VHT AC project lead</p> <p>VHT Designated Managers HT's</p> <p>VHT Designated Managers LVA/CT/ICOS Staff</p>	<p>By October 2024</p> <p>By June 2025</p> <p>By August 2024</p> <p>By April 2025</p> <p>By October 2024</p>
	<p><b>F1</b> Review the use of all care experience children and young person funding by improving the current offer from the education support workers and employing a mental health support worker to target those that need it identified through the fund.</p>			
	<p><b>F2</b> Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP</p>			
	<p><b>F3</b> 50% reduction (of 23/24 figure) in number of exclusions of CECYP across primary and secondary, with a review of interventions being used to prevent exclusion.</p>			
<p><b>F4</b> Implement and interrupted learner service to Inverclyde focusing on those with attendance at 50-60%. This will be used in conjunction with the attendance strategy.</p>				

## Appendix 1: Glossary of terms

Abbreviation	In full
AA	Attainment Advisor
AC	Attainment Challenge
ACEL	Achievement of Curriculum for Excellence Levels
AFC	Action for Children
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
BRL	Building racial literacy
BYOD	Bring Your Own Device
CEYP	Care Experienced Young People
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CMO	Coaching and Modelling Officer
DYW	Developing the Young Workforce
EAL	English as an Additional Language
EO	Education Officer
EPS	Education Psychological Services
EY	Early Years
GIRFEC	Getting it Right for Every Child
HMIe	Her Majesty's Inspectors of education
HOE	Head of Education
HSCP	Health and Social Care Partnership
HT	Headteachers
HWB	Health and Wellbeing
ICOS	Inverclyde Communication Outreach Service
JST	Joint Support Teams
KPI	Key Performance Indicators
LA	Local Authority
MCMC	More Choices More Chances
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework

PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education
QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nations Convention on the Rights of the Child
VHT	Virtual head teacher

**Appendix 2: Education Service Maintenance agenda 24/25**

**A: Improvement in attainment, particularly in literacy and numeracy.**

<b><u>Previous targets from the 23/24 SIP to me monitored and maintained:</u></b>	<b><u>Officer Responsible</u></b>
<ul style="list-style-type: none"> <li>Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap.</li> </ul>	MC
<ul style="list-style-type: none"> <li>Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice.</li> </ul>	MC
<ul style="list-style-type: none"> <li>Continue to support and monitor the implementation of the Parental Engagement strategy.</li> </ul>	EM
<ul style="list-style-type: none"> <li>Continue to support the development of Gaelic Medium Education (GME) secondary provision and L3 as outlined in authority Gaelic language plan.</li> </ul>	EM

**B: Closing the attainment gap between the most and least disadvantaged**

<b><u>Previous targets from the 23/24 SIP to me monitored and maintained:</u></b>	<b><u>Officer Responsible</u></b>
<ul style="list-style-type: none"> <li>Continue to support Barnardo's through the development of an action plan to improve the "readiness to learn" of children in targeted families</li> </ul>	MC / VS / LR
<ul style="list-style-type: none"> <li>Continue to work effectively with partners to support children and families across Inverclyde</li> </ul>	All

**C: Improvement in children’s and young people’s health and wellbeing (HWB).**

<b>Previous target / next step</b>	<b>Officer Responsible</b>
<ul style="list-style-type: none"> <li>Continue to raise awareness of the lessons on bereavement, change and loss and get further feedback on their impact from all schools and establishments.</li> </ul>	AM
<ul style="list-style-type: none"> <li>Continue to promote and share practice on the MVP programme across secondary schools.</li> </ul>	AM / VS
<ul style="list-style-type: none"> <li>Work with schools to use the very good programme established by the Young People’s Substance Officers to maintain a focus on substance misuse and risky behaviours.</li> </ul>	AM

**D: Improvement in employability skills and sustained, positive school leaver destinations for all young people**

<b>Previous target / next step</b>	<b>Officer Responsible</b>
<ul style="list-style-type: none"> <li>Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.</li> </ul>	GM
<ul style="list-style-type: none"> <li>Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.</li> </ul>	GM
<ul style="list-style-type: none"> <li>Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.</li> </ul>	GM
<ul style="list-style-type: none"> <li>Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.</li> </ul>	GM



## **E: Getting it Right for Every Child**

<b>Previous target / next step</b>	<b>Officer Responsible</b>
<ul style="list-style-type: none"> <li>Education Psychologists will continue to support educational establishments in their development of the joint support team structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health and Social Care Partnership (HSCP) will also take place to see how they can support the roll out.</li> </ul>	LR / VS
<ul style="list-style-type: none"> <li>Maintain and update the ASL policy.</li> </ul>	LR / VS
<ul style="list-style-type: none"> <li>Continue to develop the ASN parent group.</li> </ul>	VS
<ul style="list-style-type: none"> <li>Continue to engage in national developments in relation to REAREP and Education Scotland, and to support establishments with the development of a more inclusive curriculum</li> </ul>	MR / EM