

Education Services

Standards and Quality Report Summary

2023-2024

CONTEXT



Establishments

21 nursery classes/ELC
20 primary
6 secondary
2 special



Pupils

1,172 nursery
5,155 primary
4,379 secondary
214 special



Support Services

6

Oct 23



Key Achievements

COSLA Award



Won the 'Strengthening communities and local democracy' award



Attainment Gap

Reduced the attainment gap by over 18% over the past 5 years for leavers

Literacy/Numeracy



On average we are above the national average for leavers achieving SCQF Level 4 or 5 in Literacy and Numeracy.



CfE Levels

We have outperformed national data for P1, 4, 7 in Literacy and Numeracy.



Leavers' Data

In October 2023 96.4% of leavers entered a positive destination. +2.4% from 2022, highest increase in Scotland.



A: Improvement in attainment, particularly in literacy and numeracy



IMPROVEMENT

- Education Improvement framework launched.
- Peer Review process has received positive feedback.
- 92% of establishments evaluated all QIs as "good" or better.
- 59% rating at least one QI as "very good" or better.



CURRICULUM

- Strategic efforts have been made in curriculum development through clusters.
- GME secondary provision has been established at Inverclyde Academy with a council-wide catchment area.
- Literacy Strategy launched in 2023, focusing on effective reading instruction.
- Reading attainment for disadvantaged primary pupils increased from 74.1% to 75.4%.
- Overall ACEL Literacy attainment rose from 73.8% to 74.1%



EARLY YEARS & PLAY PAEDAGOGY

- A more flexible approach to training for early years staff, called the Take 30 pathway was introduced
- Play pedagogy continues to be developed across early levels, with a recent Play and Enquiry conference.



DATA

- The updated Data Strategy supports tracking pupil progress, particularly in early years and senior phases.
- Senior phase tracking dashboards will be implemented from August 2024, targeting SCQF levels.

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



ATTAINMENT CHALLENGE

- The current funding will stop in March 2026, but there's a plan to ensure a smooth transition and continued support for children affected by poverty
- We've set high but achievable goals to improve education, with input from teachers and other experts.
- We track and report progress regularly to make sure we're on the right path and making improvements.



FAMILY SUPPORT SERVICE

- We are developing an enhanced referral process for early intervention to support families before crises.
- We are collaborating with schools and partners to provide targeted support and reduce crisis cases.
- Active involvement of Family Support Workers in schools to assist children and families.



WHOLE FAMILY WELLBEING FUND

- Funded until March 2026 to support early intervention services.
- Development of a sustainable support hub for children and families.
- Collaboration with Education, Health, Social Care, and third sector organisations.



DATA

- P1, 4 & 7 - literacy: SIMD 1-2 improved to 67%, SIMD 3-10 to 84.8%. Numeracy: SIMD 1-2 improved to 77%, SIMD 3-10 to 89.4%.
- This year saw the highest levels of attainment for pupils in SIMD 1-2 in the past five years.
- Reduced the attainment gap for leavers between SIMD 1-2 and SIMD 3-10 by 18% over the past five years.

C: Improvement in children's and young people's health and wellbeing



ATTENDANCE IMPROVEMENT

- **Overall improvement:** Attendance improved in 2022/23 by 0.6% to 90.3%, especially in primary and ASN establishments.
- **Secondary attendance:** Remained as it was last year, not yet back to pre-2019 levels.
- **Attendance gap:** The gap between pupils in SIMD 1-2 and 3-10 has widened compared to pre-pandemic.
- **Workshops and tools:** Attendance workshops and tools were rolled out, focusing on supporting secondary.



ATTENDANCE STRATEGY

National alignment: We are following the national approach to support attendance.

Multi-agency response: Enhancing partnership working for low attendance.

Curriculum review: Schools are encouraged to review their curriculum to increase student engagement.

Deep dive visits: Targeted visits to secondary schools to improve attendance strategies.



HEALTH & WELLBEING

Bereavement lessons: Developed and piloted lessons on bereavement, change, and loss.

Mental health resources: Purchased resources to raise awareness among parents and schools.

Substance misuse: Information sessions for parents on substance misuse.

Five steps to wellbeing: Promoted across schools and communities.



VIOLENCE PREVENTION & ANTI-BULLYING

MVP programme: All six secondary schools involved in the Mentors in Violence Prevention programme.

Anti-bullying policy: We have established a working party to review our current anti-bullying policy in line with the review of national policy, due to be completed by June 2025

Working party: Established to prepare for the new anti-bullying policy.

Pupil voice: Accessing pupil feedback to inform policy development.

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



SCHOOL LEAVERS

Record High Destinations: school leaver destinations increased to 96.4% in 2022/23, the highest ever, up from 94% in 2021/22.

Focus on Vulnerable Groups: Special attention is given to Care Experienced Young People (CEYP) and pupils with Additional Support Needs (ASN), with initial positive destinations around 85%.

High Participation Rate: 94% of young people aged 16-19 were in education, training, or employment in 2022/23, the highest Annual Participation Measure recorded.



CURRICULUM DEVELOPMENT

Enhanced Offer: All six secondary schools are working towards SCQF Ambassador status.

Labour Market Alignment: New courses which better align with local labour market needs.

Curriculum Design: Efforts to reduce duplication and create clearer progression pathways

College Partnerships: Closer collaboration with colleges to align offers with learner needs



ASN

Transition Guidance: New guidance focusing on early intervention and support.

Retention: CLPL delivered to partners to help retain students with ASN who find the transition challenging.

COMPASS App: Introduction of the COMPASS App to support parents and families during transitions, with training provided to staff and partner agencies.

Baseline Data Collection: Gathering data to evaluate parental confidence in navigating post-school options.



COMMUNICATION & COLLABORATION

Network Forums: Principal Teacher Forums to improve communication and awareness of pathways .

Consortium Model: Secondary schools are collaborating to offer joint programs.

Remote Learning: Exploring remote learning to support pupils with emotionally based school avoidance.

Marketing and Engagement: New marketing materials created with WCS to promote vocational courses and a new website to engage young people with work experience and employment opportunities.

E: Getting it Right for Every Child



TRAINING & IMPLEMENTATION

National Trauma Transformation: All establishments are working on this program, with many moving to post-training implementation.

Promoting Positive Behaviour (PPB): Increased training for staff has led to a decrease in critical incidents and health & safety accident reports.

ASN Leaders' Programme: Well-received by teachers, improving their understanding of ASN policy and roles.

'I CAN' Toolkit: Aimed at improving children's language & communication, with positive initial outcomes reported by staff.



EXCLUSIONS & CRITICAL INCIDENTS

Exclusions: Significant reduction across all sectors, especially in secondary and ASN settings, with a nearly 50% drop for Care Experienced Young People (CEYP).

Critical Incidents: Initial increase in reporting due to awareness training, followed by a decrease after targeted PPB training and development of new provision.



SUPPORT & GUIDANCE

ASN Principal Teacher Network: Success boosting confidence and support among members, focusing on self-evaluation and improvement planning.

Inverclyde Missing Person Protocol: Reviewed for clarity, leading to a decrease in missing person reports.

Multi-Agency Risk Group: Meets every four weeks to discuss high-risk young people, improving support and information sharing among agencies.

ASN Parents Group: Ongoing support and working in partnership with, the new ASN Parents Group, including a highly successful information event held in June 2024.



EQUALITIES

Equalities Coordinator Network: Established to support anti-racist education, with coordinators reporting increased confidence and awareness.

Inverclyde Support Guide: Provides a step-by-step approach to developing anti-racist education, widely used by coordinators.

Building Racial Literacy Network: Aims to ensure educators are racially literate and promote anti-racism as a professional value.

F: Improving outcomes of care experienced children, young



SUPPORT

Targeted Support: Two education support workers were hired to help care experienced learners with barriers to learning.

Focus Areas: Support includes improving school engagement, attendance, and ensuring positive post-school destinations.

Self-Directed Funding: Social workers can apply for funds to support individual learners, with improved tracking and monitoring systems in place.



DATA & TRACKING

Monthly Data Collection: The virtual school collects monthly data on attendance and exclusions, allowing staff to support pupils where needed.

Virtual School Dashboard: A new dashboard is being developed to help track and improve overall attainment.

Focus on Attainment: Enhanced data tracking is allowing for better support and improvement in educational outcomes.



PARTNERSHIP WORKING

Joint Working: Collaboration with various partners to improve educational outcomes and support for care experienced children.

Training and Awards: Continued training for education staff, with recognition through awards for those who complete the training.

Consistency of Practice: Developing guidelines and roles to ensure consistent support for care experienced children across schools.



EARLY INTERVENTION

Focus on S1 Pupils: Early intervention and prevention strategies for improving attendance among S1 students.

Mentoring and Data Analysis: Targeted mentoring and data analysis to understand and address attendance issues.

Wider Attendance Strategy: Plans to integrate care experienced pupil support into the broader authority attendance strategy.

Multi-Agency Collaboration: Working with various partners to create a shared understanding and improve attendance.