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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head Education</b>	<b>Report No:</b>	<b>EDUCOM/61/18/RB</b>
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<b>Subject:</b>	<b>Education Services Standards and Quality Report March 2017 - March 2018 and Improvement Plan 2018-19</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for March 2017-18 and the Education Services Improvement Plan for March 2018-19.

## 2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. This report and subsequent plan meet the requirement of the new legislation and guidance.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2017 to March 2018 and Improvement Plan 2018-19 are appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools from March 2017 to March 2018. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, inspection reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas where Inverclyde Education Services can improve further and the Improvement Plan details how this will be taken forward.
- 2.3 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. Education Services is fully committed to providing a high quality service which will enable all young people to achieve their full potential.
- 2.4 For greater detail on the performance of any individual school, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report – March 2017 - March 2018 and the Improvement Plan 2018-19.

**Ruth Binks**  
**Head of Education**

## 4.0 BACKGROUND

4.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

The new duties for planning commence on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018. As the Standards and Quality Report for 2015/16 was linked to the NIF drivers, Inverclyde Education Services are in a position to meet the statutory requirements for both planning and reporting against the NIF as described in the new duties of the act.

4.2 This year the annual report is made up of two parts, the Standards and Quality Report and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year. Because the Standards and Quality Report is a comprehensive in-depth document, a summary containing key messages is attached as appendix 1.

## 5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report – March 2017 to March 2018 include:

- As part of the Inverclyde Literacy and Numeracy strategies we have met ambitious targets for the percentage of pupils who would leave school with National 5 in English and Mathematics

<b>Pupils leaving school in</b>	<b>% Achieved Nat 5 English</b>	<b>% Achieved Nat 5 Mathematics</b>
2015	60%	40%
2016	66%	43%
2017	74%	46%

- The overall trends in Inverclyde remain very positive for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in all measures.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Data that shows we are closing our attainment gap linked to deprivation through the targeted work of the Attainment Challenge. Overall, according to teacher judgements, the gap in both literacy and numeracy has reduced by 5%.
- The proportion of Inverclyde Council 16-19 year olds participating in education, training or employment is 91.9% compared to 91.1%, in Scotland.
- 1 in 4 pupils in Inverclyde participate in the Duke of Edinburgh Awards scheme, one of the highest uptakes in the UK. In 2016/17, there continued to be a significant increase in the number of Bronze and Silver Awards gained in addition to an increase in new entrants at Silver Level.
- The Inverclyde Training Band, Concert Band and Wind Orchestra all achieved Gold +

awards at the Scottish Concert Band Festival.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities are:

- Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.
- 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 employment.
- 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.

## 6.0 IMPLICATIONS

### Finance

6.1 The resource implications fall within devolved school management, Scottish Government funding and authority support to schools.

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### Legal

6.2 This Standards and Quality Report fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

### Human Resources

6.3 None anticipated.

### Equalities

6.4 Has an Equality Impact Assessment been carried out?

There are equality implications because of differences in achievement within different sectors of

pupils, for example, by deprivation, gender, looked after children etc.

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### **Repopulation**

- 6.5 The Standards and Quality Report provides a flavour of the high quality of education available in Inverclyde and our ambitious plans for the children and young people in Inverclyde, which may help to make the area a more attractive place in which to live in.

## **7.0 CONSULTATIONS**

- 7.1 None.

## **8.0 BACKGROUND PAPERS**

- 8.1 Appendix 1 Education Services Key messages from Standards and Quality Report – March 2018  
Appendix 2 Education Services Standards and Quality Report. – March 2017 – March 2018  
Appendix 3 Education Services Improvement Plan – 2018/19

# Key messages from Standards and Quality Report

March 2018



## School/Establishment Leadership

### Key strengths

Leadership continues to be strong across Inverclyde at both authority and establishment level.

There are many support networks and development opportunities in place for our current leaders and those who may wish to take up leadership positions in the future.

### Next Steps

- Implement and evaluate the leadership strategy.
- Continue to develop a structured programme to support teachers who are actively seeking promotion.
- Monitor and evaluate the impact of the existing programmes.
- Develop, as part of the Glasgow City Regional Improvement Collaborative, Early Years' leadership opportunities.

## Teacher Professionalism

### Key strengths

Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service.

We consider the opportunities for professional learning to be a key strength. The impact of professional development can be seen in the classroom and has contributed to raising attainment and closing the poverty related attainment gap. Whole authority programmes are ensuring a more consistent approach to learning, teaching and assessment.

### Next Steps

- Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Monitor the use of the revised Learning Teaching and Assessment policy.
- Link to self-evaluation – systematic evaluation of the small number of programmes in literacy, numeracy, health and wellbeing and leadership to ensure their impact.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.

## Parental Engagement and Partnership Working

### Key strengths

Partnership working remains strong across Inverclyde. The work being undertaken as part of the Attainment Challenge was identified as a key strength of the recent Children's Services Inspection.

Family learning remains a key focus for our Attainment Challenge and the work we are undertaking is recognised as strong practice at both a local and national level.

We are making good progress and are developing increased partnerships with employers to develop our young workforce.

An increasing wide range of strong partnerships are developed to ensure that children and young people are supported to be the best they can be. These partnerships include Active Schools, Community Learning and Development, libraries, partnerships with other authorities and national agencies.

We have undertaken a survey, "Ask the Family" to engage with families and seek their views on parental engagement and progress with family learning. This will inform our self-evaluation and next steps.

### Next Step

- Continue to take forward the Developing Inverclyde's Young Workforce Programme.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.
- Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.
- Continue to strengthen joint working with other authorities through the Glasgow City Regional Improvement Collaborative.
- Active schools will focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment, achievement and tracking of the participation of the children.



## Assessment of Progress

### Key Strengths

Performance in Inverclyde schools remains strong and we perform better when compared to those in similar circumstances in almost all measures.

Inverclyde is above the national for the Annual Participation Measure which measures all young people from 16 to 19 who are in education, training or employment.

The Attainment Challenge has shown a continued very positive trend in data as to how schools are raising attainment overall and closing the attainment gap linked to deprivation.

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. These opportunities include outstanding success in musical and sporting activities at both a local and national level. We remain one of the highest authorities in the UK for participation rates in the Duke of Edinburgh Awards.

### Next Steps

- All schools use moderated assessment information to track and monitor the progress of every pupil.
- Increase the use of accredited courses offered by schools in partnership with CLD.
- Develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to deliver on our three year Developing Inverclyde's Young Workforce Programme and to ensure a progression of employability skills.

### **Key Strengths**

**The Attainment Challenge funding has meant that we are now in a position to be able to provide increasingly high quality support and training opportunities across all sectors. Schools have used Pupil Equity Funding to build upon the work of the Attainment Challenge.**

**Schools and establishments have clear plans in place which are increasingly informed by data to identify evidence based interventions that will drive improvement. The high quality of self-evaluation and planning is contributing to Inverclyde's success in raising attainment and closing the poverty related attainment gap.**

**Inverclyde Council's schools, early years centres and Education Services deliver a high quality of provision overall and are well placed to continue to drive improvement. Authority reviews of schools continue to support and challenge leaders with the improvement agenda.**

### **Next Steps**

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.**
- Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.**
- Schools are better able to use data to inform improvement through self-evaluation.**
- Review the comments made by young people at the Conversation Café's to look at how best to support them to have a meaningful health education experience when evaluations are complete and look at how we can address gaps in the curriculum, working within the parameters of the curriculum.**
- Identify an Action Plan to address areas of support required for schools as a result of the Health and Wellbeing Survey**

## The Development of our Curriculum

### Key strengths

Our schools are well placed to continue to take forward and further develop Curriculum for Excellence. Schools are increasingly defining their curriculum to meet the needs of their local context.

Schools are improving in their ability to define appropriate pathways for young people in their senior phase. Linked to the work on DIYW, employability skills are increasingly prominent through the Broad General Education and into the senior phase.

Good progress has been made with the 1+2 languages initiative.

### Next Steps

- Ensure that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.
- Continue to develop the senior phase through enhanced pupil choice.
- Continue to take forward the 1+2 languages initiative.

## Ensuring Wellbeing, Equality and Inclusion

### Key strengths

Exclusion rates in Inverclyde remain significantly below the national average. Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched this year and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates.

The ongoing work on nurture has been taken forward with a high proportion of staff having been trained on fostering nurturing relationships with pupils.

Building on strong established practice and partnerships, Inverclyde is in a very good position to continue to take forward the Getting It Right for Every Child (GIRFEC) agenda.

The recent inspection of Inverclyde Children's Services highlighted the very strong partnership approaches to ensure that the needs of all pupils in Inverclyde are met. The work of the Attainment Challenge was identified as a key strength.

### Next Steps

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools.

# Inverclyde council

## Education Services

### Standards and Quality Report

April 2017 – March 2018



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## Foreword

Welcome to our Standards and Quality Report for the period April 2017 – March 2018.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. For the second year, the report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21<sup>st</sup> century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.

## Vision and Context

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are six mainstream secondary schools in Inverclyde, 20 primary schools and 20 Early Learning and Childcare Centres. In addition to this, Craigmarnoch School and Lomond View Academy schools support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. In school session 2017/18 there were 5412 primary school pupils and 4328 secondary school pupils. There are also 174 in ASN schools and 1197 in Early Years settings.

### Our Wellbeing Outcomes

We have a number of wellbeing outcomes that we wish to achieve for our children and young people. (SHANARRI) These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.



Inverclyde has benefited from significant investment recently as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered, and will continue to deliver, new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2020. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a four year programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2017/18, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans for 2017/18. In April 2017, all schools across Scotland were allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Again the purpose of the PEF is to close the attainment gap linked to deprivation.

## Key Achievements as of March 2017

### A few highlights:

- Kilmacolm Primary School have been nominated for the Education Scotland “Raising Attainment in Literacy”. #KPSLovesReading project encourages child and parental engagement. Kilmacolm Primary School has developed a positive reading culture in the school, which was commended by John Swinney, Depute First Minister, on a recent visit.
- King’s Oak Primary School have been nominated for the Education Scotland “Family and Community Learning Award”.
- A successful Joint Inspection of Children’s Services.
- Presentations at Scottish Learning Festival and West Partnership events.
- Aileymill Primary School were the first school in Inverclyde to be awarded Silver Level Rights Respecting School's Award.
- School Developing Inverclyde Young Workforce Operational Network established.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Inverclyde Academy have participated in the inter-authority Greenpower Race programme with DYW West, Energy Skills Partnership and West College Scotland.
- All Inverclyde schools participated in the Young Enterprise Company Programme. St Columba’s High School were regional winners and will represent the area in the National finals.
- This was another successful year for “The Recruit” which secured 7 jobs for young people and raised £7000 for charity. This takes the total number of jobs secured to 103 and the money raised to £110,000 over the last 11 years.
- There was a 50% increase in the participation levels on Foundation Apprenticeships.
- 25 students from across Inverclyde participated in a week long NASA – Mission Discovery Programme.
- 110 students from Inverclyde secondary schools attended a regional STEM event at West College Scotland Clydebank – ‘The Big Bang Near You’.
- 250 senior school students attended Inverclyde Modern Apprentice Job Fair at Greenock Town Hall.
- Gourrock Primary School achieved the Social Enterprise Award for innovation and the positive social impact of their GIRFEC (Getting It Right For Every Child) café. The children met and worked with a graphic designer to develop a game. The young people organised a café, baked cakes and invited partners. Donations were sent to Gourrock Primary's School partner school in Malawi - Namadidi Primary school.
- SportsT Club at Newark Primary School is a joint programme with Active schools, Barnardos, and CLD. The families involved were invited to attend to help improve the health and wellbeing of the whole household. Parents will gain an SQA Personal Award.
- At the 100 year Anniversary of the Battle of Passchendaele, a pupil from Notre Dame High School performed in Belgium with the National Youth Choir of Scotland which was televised by the BBC.
- Notre Dame High School pupils continue to succeed in the Teen Tech Competition, with their teacher being named ‘Teen Tech Teacher of the Year’.
- A group of S3 art pupils from Inverclyde Academy won a national competition when they designed a rug to celebrate diversity. They went to London to pick up their prize presented by Gok Wan. The 2017 Arts and Minds competition was organised by NASUWT.

- The “Auld Yins and Wee Yins” project involving Wellpark Children’s Centre and Hillend House enables children to build relationships and learning about kindness and respect across the generations in our community. Children visit Hillend House fortnightly and share activities and stories.
- Early Learning and Childcare 1140 hours Early Phase projects have been developed resulting in 72 families accessing full-time provision. This has enabled parents / carers to access employment, education and training. A final evaluation of the project is scheduled to take place in April to June 2018 but to date there is evidence of improved outcomes for children.
- 12 secondary school pupils formed a steering group and planned, prepared and delivered the 3<sup>rd</sup> Clyde Conversations event to over 80 secondary school pupils in February 2018.
- Over 725 pupils undertook an expedition as part of their Duke of Edinburgh’s Award, contributing to a Inverclyde record of 45 expeditions that took place in 2017.
- Port Glasgow High School Poetry Slam Team - as reigning Scottish Champions, were asked to perform at the Year of Young People reception at Holyrood Palace for Prince Harry and Meghan Markle.

## Wider Achievement 2017–18

The Inverclyde Music Service continues to inspire children and young people to fulfil their potential and improve attainment. Our music service continues to be a real strength in Inverclyde, with many successes on both the local and national stage. From P4 to S6, 1190 pupils currently receive music tuition in schools with 374 pupils participating in Inverclyde’s choirs, bands and orchestra. Pupils learning an instrument have the opportunity to sit exams from both the Associated Board of the Royal Schools of Music and Trinity College Exams. As well as building their wider achievement portfolio, it provided valuable experience for sitting their SQA exams.

## Choirs, Bands and Orchestras

The Music Service manages seven ensembles and presents the Gala and Christmas Concert annually. In addition to this, the choirs, bands and orchestras participated in two church concerts a year and Armed Forces Day.

Competitions are an important part of the Music Service calendar, providing valuable performance experience and promoting Inverclyde throughout Scotland. Inverclyde’s choirs, bands and orchestras excelled at these events and remained one of the leading instrumental services in the country.

Other notable achievements:

- **Scottish Concert Band Festival** - Training Band, Concert Band and Wind Orchestra all achieved Gold +
- **Glasgow Music Festival:**
  - Senior Choir – winners with distinction
  - Senior Strings – 3<sup>rd</sup> place with Merit

➤ Junior Strings – winners in their class

- **General Introduction to Music** - 12 hours of music to all P5 pupils in Inverclyde.
- **Music at Lomond View** – musician in residence two days a week in the school.
- **ASN Music** – delivering specialist music programmes and CPD to Craigmarloch School and Garvel Deaf Centre.
- **Streetband** – with 'Where's the One', all P7 pupils in St Andrew's Primary School and Moorfoot Primary School became the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD for classroom teachers supported by music education software.
- **Music in Craigmarloch** - This year three members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making.

## Active Schools Programme

- Active Schools in partnership with Inverclyde Leisure operated Inverclyde's Sportshall Athletics Competition involving all 20 primaries. Inverkip Primary School won again this year for the tenth year running and progressed to the West of Scotland finals where they were crowned champions for the third year running. Five pupils in the team have been successful West of Scotland Champions every year since P5.
- Active Schools hosted the Secondary Heptathlon with over 110 pupils from S1-S3 competing for the Inverclyde title. Inverclyde Academy won this accolade and the right to represent Inverclyde at the West of Scotland Final. The S1/2 team put in excellent performances across the board and won the final being crowned West of Scotland Champions.
- Leadership in Sport has gone from strength to strength this year with five pupils achieving Sports Leader Level 6, a national qualification from Sports Leaders UK. This is the first time this has been achieved locally. The pupils have volunteered over 150 hours in school, club and ASN settings. Ten pupils achieved Dance Leaders level 5 and a further 10 gained Sports Leader Level 5.
- Supported by Active Schools, four schools have achieved National School Sports Award gold standard with another school securing a silver award.

## School/Establishment Leadership

### External Inspection Evidence from 17/18

#### Education Scotland School Inspections 2017/18

During the period April 2017 to March 2018 Education Scotland published no inspection reports on educational establishments in Inverclyde.

#### Care Inspectorate Integrated Children's Service Inspection October 2017

Using a draft framework of quality indicators that was published by the Care Inspectorate in October 2012: *How well are we improving the lives of children, young people and families?* The team evaluated the following Quality Indicators:

##### How well are the lives of children and young people improving?

Improvements in the wellbeing of children and young people	Very good
Impact on children and young people	Very good
Impact on families	Very good

##### How well are partners working together to improve the lives of children, young people and families?

Providing help and support at an early stage	Very good
Assessing and responding to risks and needs	Adequate
Planning for individual children and young people	Good
Planning and improving services	Good
Participation of children, young people, families and other Stakeholders	Excellent

##### How good is the leadership and direction of services for children and young people?

Leadership of improvement and change	Very good
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## Care Inspectorate Early Years Inspections

From April 2017 until March 2018 the Care Inspectorate visited eight early years' establishments. Our centres continue to perform well.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Bluebird Family Centre	02/08/2017	Good	Adequate	Not Assessed	Not Assessed
Gibshill Children's Centre	26/10/2017	Very Good	Very Good	Not Assessed	Not Assessed
Hillend Children's Centre	20/04/2017	Very Good	Good	Not Assessed	Not Assessed
Inverkip Nursery Class	11/10/2017	Good	Good	Not Assessed	Not Assessed
Kelly Street Children's Centre	13/12/2017	Very Good	Not Assessed	Very Good	Not Assessed
Lady Alice Nursery Class	08/09/2017	Very Good	Good	Not Assessed	Not Assessed
Newark Nursery School	12/10/2017	Good	Not Assessed	Good	Not Assessed
Wemyss Bay Nursery Class	20/09/2017	Very Good	Not Assessed	Not Assessed	Very Good

### The quality and impact of leadership within schools and at all levels

Evidence we gather:

- School/establishment Education Scotland and Care Inspectorate inspection reports.
- Self-evaluation of schools/establishments of HGIOS? 4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- Number of senior managers in Early Learning and Childcare with BA Childcare Practice.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school reviews.

## **Last year we said we would:**

- Launch the Inverclyde leadership strategy.
- Identify training pathways for those seeking promotion.
- Increase the leadership courses offered in Inverclyde.
- Continue to increase the number of teachers and head teachers who have undertaken courses that meet the requirements for headship.
- Implement the findings of Scottish Social Services Council 'Enabling Leadership Capacity' for the early years sector.

## **Here's how we got on:**

### **Launch the Inverclyde leadership strategy and identify training pathways for those seeking promotion.**

The Inverclyde Leadership Strategy was launched with heads of establishment in September 2017. There are 4 leadership pathways for all teaching staff, providing guidance on the opportunities available within and outwith the authority. The Leadership Pathways will be a key focus of discussion during Professional Review and Development meetings.

### **Increase the leadership courses offered in Inverclyde.**

"Uplifting Leadership" courses ran again this session, with around 30 staff from primary, secondary and early years sectors attending 6 twilight sessions. Evaluations from the sessions were very positive, with all agreeing or strongly agreeing that the course was worthwhile and that it will have an impact on practice. A fuller evaluation of the impact of this course is currently being undertaken.

A new leadership course has been created, and this will run as 4 twilights, with 2 sessions taking place this term. This course is aimed at staff currently in promoted posts and considering taking the next step in their career. It links theory more closely with practice and allows participants to discuss scenarios and possible solutions to real operational issues.

### **Continue to increase the number of teachers and head teachers who have undertaken courses that meet the requirements for headship.**

In 2016-17, 14 teachers completed the SCEL Teacher Leadership course, 1 depute head teacher completed "Into Headship", 4 head teachers are taking part in "In Headship" and 3 head teachers are participating in "Excellence in Headship". We also have 2 depute head teachers who have started "Towards Headship".

Two head teachers participated in the Columba 1400 Head Teachers' Leadership Academy.

## **Implement the findings of Scottish Social Services Council 'Enabling Leadership Capacity' for the early years sector.**

A short-term working group was established which fed into a workstream developed by the West Partnership. Inverclyde is represented on this group.

Four senior leaders have completed a pedagogical leadership course at University of Edinburgh with colleagues from the West Partnership.

Human Resources have developed an Early Learning and Childcare Workforce strategy to increase the ELC workforce. Achievements to date have included an increase in salaries for Senior Leaders to sustain current employees, attract new Leaders and the appointment of all early years staff on a permanent basis.

## **Evaluation of leadership in Inverclyde Education Services**

At authority level, there has been a complete change of the senior leadership team over the last three years. Feedback from schools stated that they feel that the support from the authority and strategic direction remains strong. Head teachers report that they have seen a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at head teacher meetings. Head teachers also felt that they benefited from a very clear direction from the senior leadership team.

There has been a big turnover of Head and Depute Head Teachers in the authority, but commendably the outcomes for pupils continue to improve. We continue to involve Depute Head Teachers (DHTs) as well as Head Teachers as part of the peer team undertaking whole school reviews led by the QIT (including the Attainment Challenge leads). Feedback from the DHTs and Head Teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice.

The following support networks are now in place to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early years sector heads meetings.
- Primary DHT network meetings.
- Primary mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Primary PT meetings.
- A professional learning community for Attainment Challenge primary head teachers.
- A professional learning community for primary head teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary head teachers.
- Early years deposes network meetings.

Leadership is being developed at Masters level in partnership with the University of Glasgow and the University of Strathclyde. This session we have increased the number of teachers who are being funded towards their Masters study by 10. The quality of leadership in Inverclyde remains strong, with most of our senior leaders buying into professional leadership opportunities. Head



teachers work with each other and the local authority in a collegiate and supportive manner. We have seen increased participation in the take up of leadership development opportunities and have been able to recruit strong leadership teams to our schools. Sampling of parents' and teachers' views during school reviews showed that most staff and parents think that their school is well led. During most school reviews the leadership and vision of the head teacher to ensure improved outcomes for pupils was identified as a key strength.

The evaluation of "Uplifting Leadership" includes information about leadership opportunities for all attendees. An action research project is an integral part of this course. Staff have therefore taken up new leadership opportunities, either through a promoted post, or by leading an aspect of the school improvement plan. The impact of this work will be measured through school self-evaluation. Feedback from this course has resulted in further sessions focussing on the practical approaches to leadership

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**

### **Next Steps:**

- **Implement and evaluate the leadership strategy.**
- **Continue to develop a structured programme to support teachers who are actively seeking promotion.**
- **Monitor and evaluate the impact of the existing programmes.**
- **Develop, as part of the West Partnership, Early Years' leadership opportunities**

## Teacher Professionalism

**Teacher professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.**

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/establishments of HGIOS?4, HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Local authority self-evaluation visits and school reviews.

**Last year we said we would:**

- Deliver a comprehensive programme of Continuing Professional Development (CPD) for teachers and support assistants linked to raising attainment and reducing the attainment gap. The programme will be closely linked to the work of Attainment Challenge and will support schools in their use of the Pupil Equity Funding.
- Revise the learning, teaching and assessment policy.
- Work with our leaders to ensure that programmes of learning visits result in effective feedback to secure continuous improvement.
- Alongside the teaching unions, produce guidance for all staff about managing work-related stress.

**Here's how we got on:**

**Deliver a comprehensive programme of Continuing Professional Development (CPD) for teachers and support assistants linked linked to raising attainment and reducing the attainment gap. The programme will be closely linked to the work of Attainment Challenge and will support schools in their use of the Pupil Equity Funding.**

The Coaching and Modelling Officers (CMOs) continue to provide support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities as well as providing valuable professional learning sessions. The feedback from all training sessions has been very positive and the impact of the training can be seen in classroom practice. Feedback from head teachers has commended the work of the Coaching and Modelling Officers in upskilling teachers' skills in the classroom.

Over the last year the Professional Learning has been delivered in the following areas:-

- Sessions on nurture, adolescence and attachment theories. This has resulted in a better understanding from all school staff of their role in developing and promoting the emotional wellbeing of all pupils.
- Sessions on improving teacher skills in teaching maths and numeracy. This has included the use of recovery programmes, increased confidence in effectively delivering Stages of Early Arithmetical Learning, Talking About Number and training support staff to best meet the needs of pupils.
- Literacy sessions have promoted dialogic teaching, reciprocal reading, reading for pleasure, developing writing and active literacy. CMOs have raised awareness of recovery programmes that can be used for those who have barriers to learning for whatever reason.
- Making learning visible to the learner underpins all practice promoted through the Attainment Challenge and promotes a consistent message of high quality learning and teaching in all schools.
- Progression pathways through CfE levels have been produced for literacy and numeracy. The pathways take into account the national Benchmarks and will allow for better transitions between classes and from school to school.

### **Revise the learning, teaching and assessment policy**

A short life Working Group was convened, ensuring representation from across all Inverclyde educational sectors. The working group met at various times throughout the school year 2017-2108 subsequently an updated draft policy was presented to all Heads of Establishment in January 2018. This policy supports all involved in education with the guiding principles to achieve high quality learning teaching and assessment. It provides what is considered to be best practice, based on current educational research, to support all establishments in achieving excellence and equity. The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing.

### **Work with our leaders to ensure that programmes of learning visits result in effective feedback to secure continuous improvement.**

A new LNCT agreement on classroom visits was shared with Heads of Establishment. This changes the focus of classroom visits towards improving teaching and learning to benefit the learning experience for pupils. During a recent review, members of the Senior Management Team from the school shadowed the quality improvement team to moderate and discuss standards during class observations. This will be rolled out to future reviews.

### **Alongside the teaching unions, produce guidance for all staff about managing work-related stress.**

As part of ongoing joint work between Education Services, Health and Safety and the LNCT, guidance for managing work-related stress was produced in September 2017. A comprehensive questionnaire was created in order to help teachers identify the triggers for any stress and to promote discussion as to supports that can be put in place. The guidance and questionnaire was presented at a heads of establishment meeting and is now in use across Inverclyde. Whilst it is

early days to identify specific impact, those who have used the guidance and questionnaire have reported that they find it helpful. Education Services continue to work with Health and Safety and HR to monitor teacher absence and in particular any absence linked to stress.

## **Evaluation of teacher professionalism in Inverclyde**

### **Newly qualified teachers**

Our NQT programme remains a key strength in Inverclyde. All NQTs in 2016/17 met the Standard for Full Registration in June 2017 and are now registered to teach in our schools.

In March 2018 we carried out a full evaluation of the NQT programme, involving NQTs, mentors and head teachers to reflect on what is having a positive impact on learning and teaching to raise attainment in our schools whilst seeking feedback on what more we can offer to support NQTs to deliver highest quality learning experiences in schools. The outcome of this evaluation will lead to improvements in the programme for 2018/19.

### **Career long professional learning opportunities**

We have seen an increased use of the Gateway system to record and reflect on professional learning opportunities for teaching staff. The GTCS requires teachers to be signed off for Professional Update on a five year rolling programme. To date we have had a 100% sign off for teachers in Inverclyde.

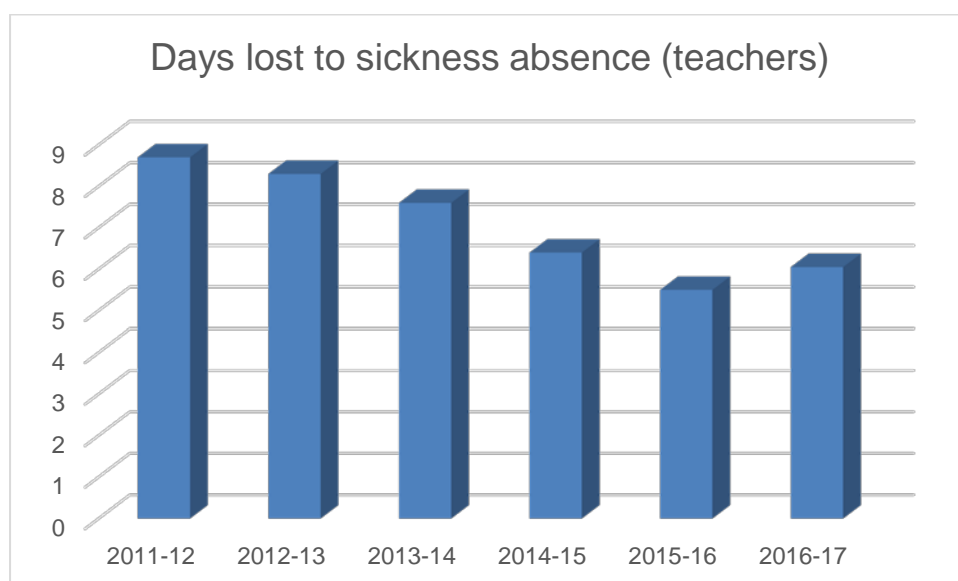
The graph below shows an increase in the amount of staff accessing courses hosted by Inverclyde. These courses are now more effectively targeting key strategic priorities. In a climate where it is difficult to get supply staff to cover teachers while they attend training events, this shows the creative nature in which the authority has adapted the professional development on offer and the commitment of our teaching staff to their continuous professional learning, many of them attending courses at the end of the school day, during weekends or during annual leave.

Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service. Managers and practitioners in the early years sector access the comprehensive programme alongside bespoke early learning professional development.

We consider the opportunities for professional learning to be a key strength in all sectors. The development opportunities offered, now need to more consistently impact on the quality of teaching in the classroom and children's progress and achievement. The school reviews undertaken during 2017/18 judged most lessons observed to be satisfactory or better but still identified inconsistency in the quality of learning and teaching within schools and across the authority. Whilst the commitment of staff to supporting improvements in the school was identified as a key strength, improving the consistency of learning and teaching remains a key priority for all schools.

### Sickness absence of teachers

It is important that we monitor the attendance of our teachers as well as that of our pupils. The sickness absence rate for teachers rose slightly in 2017-18 after falling for the four previous years. Teacher absence rates continue to compare favourably to other parts of the Council. As part of a national strategy, Inverclyde Education Services continues to work alongside the trade unions to tackle issues of workload and to decrease unnecessary bureaucracy that could lead to work related stress.



## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**All children and young people benefit from high quality learning experiences.**

### **Next Steps**

**Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.**

**Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.**

**Monitor the use of the revised Learning, Teaching and Assessment policy.**

**Link to self-evaluation – systematic evaluation of the small number of programmes in literacy, numeracy, health and wellbeing and leadership to ensure their impact.**

**Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.**

## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families and professionals work together to support children’s learning.**

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

**Last year we said we would:**

- Take forward the Developing Inverclyde’s Young Workforce programme.
- Through the Attainment Challenge plan continue to take forward a co-ordinated response to family learning and gathered evidence on strategies that have been successful and can be rolled out further.
- Implement our parental engagement strategy. This includes parental involvement at school level on the school improvement planning and the use of Pupil Equity Funding.
- Expand our pilot in primary schools to move from end of session reporting formats to ongoing reporting to parents on pupil progress.
- Take forward the strategic plan for joint authority working through the West Partnership of local authorities.

**Here’s how we got on:**

**Take forward the Developing Inverclyde’s Young Workforce programme**

**Parental Engagement and Partnership Working**

**Partnership Working**

A strong partnership working ethos continues with DIYW West regional group to support the continual development and implementation of the local plan. The Developing Inverclyde’s Young Workforce (DIYW) partner steering group (made up of representatives from education, parents, colleges, employee development and businesses) oversees the development and delivery of the local DIYW plan and meets on a bi-annual basis.

We have continued to strengthen the partnership with West College Scotland and our schools to develop vocational learning, including 340 young people undertaking vocational programmes and 33 young people starting foundation apprenticeships.

The inter-authority Dragon's Den social entrepreneur programme has continued with teams from early years establishments, primary and secondary schools.

Employer partnerships with schools remain strong in Inverclyde with all of our schools engaging with employers. The local authority DIYW Development Officer represents Inverclyde on a number of national partner groups/forums. The Development Officer continues to ensure effective communication between all interested parties and makes regular presentations in relation to Vocational Learning, Foundation and Modern Apprenticeships to parents/carers within secondary schools. DIYW West Regional Group support central events as well as individual schools with a focus on business partners and STEM activities.

### **CPD to support DIYW activities**

- **Senior Phase Partner Development Day** - 40 staff from local/national partner organisations supported the school senior phase development day. Representatives on the day included School SMT's, SDS Management, SDS Advisors, college staff, MCMC, Education Services.
- There were 11 schools involved in the Social Enterprise Academy.
- Scotland's Enterprising Schools delivered CPD on Enterprising Teaching and Learning to 20 staff from primary and secondary sectors during November 2017 as well as continuing this training with 30 NQT's in March 2018.

### **Through the Attainment Challenge plan, continue to take forward a co-ordinated response to family learning and gather evidence on strategies that have been successful and can be rolled out further.**

Through focussed work in the Attainment Challenge schools we have made significant progress in developing a co-ordinated response to family learning. Inverclyde have increased the reach of family learning clubs and holiday lunch clubs. Throughout 2017 the number of venues providing these sessions has increased to 9 from 3 in 2016, and the number of families is steadily increasing across the authority. In 2017 575 parents attended the sessions with 1003 children, 75% that registered their postcode were living in SIMD 1 or 2.

Evidence has been gathered and monitored through a shared database collating information from the services providing family learning opportunities. This creates a timeline of activities and interventions taken up by families and is aligned to children's attainment and progress.

The Families and Communities Services that are involved in the attainment challenge provide monitoring reports on a 6 weekly basis, to provide evidence on the most successful strategies and how these can be rolled out further.



**Implement our parental engagement strategy. This includes parental involvement at school level on the school improvement planning and the use of Pupil Equity Funding.**

A large scale survey of parental views took place in March 2018, looking specifically at their opinions on the effectiveness of our schools in supporting their children's learning. The survey also sought to identify parental views regarding the range and impact of parental engagement activities across our school, specifically resulting from the introduction of the Inverclyde Attainment Challenge. A summary of the results of this consultation is included in the new Parental Engagement Strategy paper scheduled to be launched in May 2018. The context and landscape for this work has changed significantly over the year and will continue to change as a result of the national review of the Parental Involvement Act (Scotland) 2006, recently published draft guidance for the NIF and the recent Scottish Government Governance Review.

Parent Councils were consulted in the proposed use of Pupil Equity Funding. The Parent Council Representatives Group were also given the opportunity to share ideas on how this funding could best be used to support inclusion and school improvement.

**Evaluation of parental engagement and partnership working in Inverclyde**

Partnership working remains strong across Inverclyde, with family learning continuing as a key focus for our Attainment Challenge. In partnership with Barnardos, Community Learning and Development and Inverclyde Library Services, schools have widened the range of family learning opportunities, strengthened their relationships with parents and increased the level of participation of parents in the children's learning. The partnerships continue to support programmes such as Seasons for Growth, Five to Thrive, and the 'Parents Understanding Behaviour' Project.

The authority continues to provide a range of family learning events during school holidays, with a clear focus on play, family support, literacy and numeracy development. Examples of the range of family learning activities include reading for pleasure programmes, family literacy clubs, the 'Families Connect' programme, the First Minister's reading challenge, GEM (Going the Extra Mile) project and the 'Steps to Excellence' project.

Evidence based programmes such as Families Connect are delivered by the Attainment Challenge Team, led by Community Learning and Development and fully supported by the school nurture teachers, the library services and parents. The team has been trained by Save the Children and will repeat the 8 week course as a method of engaging parents in their children's learning, throughout the year. This programme has been delivered in 8 schools in Inverclyde, 7 of which are Attainment Challenge.

**Partnerships and communication with parents**

The authority continues to provide parents, teachers and school leaders with the ability to access courses connected to the development of parental engagement partnerships. 18 further members of staff also recently completed a SCEL accredited course on 'Engaging Families in their Children's Education'.

We have Parent Councils in all of our schools and attendance at the authority Parent Councils' representatives meetings has continued to grow, with opportunities to participate in discussions about many aspects of our schools. This has included:

- The use of PEF monies to support school improvement.
- The key messages resulting from the Integrated Children's Services Inspection of Inverclyde Council.
- Scottish Government: Education Governance review.
- National Parent Forum of Scotland Review of Parental Engagement Act 2006.
- Additional Support Needs: provision and presumption of mainstreaming.
- Council budget proposals and impact on education.
- Primary to secondary school transition processes.
- Guidance to support children and young people at risk of suicide and self-harm.
- Our Place, Our Future – Inverclyde Council's community engagement consultation.

A number of the Parent Councils have reviewed the focus of their group, opting to assist in developing family hubs, wider parent partnerships and family circles.

Parents are consulted, engaged and involved in the continued development of the Holiday Lunch Clubs that are offered across the Inverclyde Communities. At every session parents and children are asked what was good about the session and what could be better. Holiday Lunch parental focus groups continue to improve communication, raise awareness and encourage ongoing participation.

## **Partnership working**

Inverclyde continues to work well and has strong partnerships with other Local Authorities, SCEL and Education Scotland. Examples of this include being part of the West Group of Authorities formed to share practice including moderation processes, middle leadership, mathematics and early learning and childcare 1140 hours developments. Our involvement in national developments include national hubs for improving literacy and numeracy, regular meetings with other Attainment Challenge authorities and cross authority training opportunities. Officers represent Inverclyde on appropriate professional groups such as the Association of Directors of Education Scotland (ADES) and are well represented on national working and steering groups. We maintain a close ink with our Associated Lead Officer and Attainment Advisor from Education Scotland, receiving advice and guidance from them and in turn contributing to training events at a national level.

## **Partnerships with Active Schools**

The partnership working with Active Schools continues to work well with increasing participation in activities and sessions on offer. In school year 2016/17 participant sessions reached 65,135 with 51% of this from female participation, which is above the national average for Scotland at 47%. The sessions are delivered by a growing network of committed club coaches, school staff, college students and young people. Over 93% of the people delivering these activities are volunteers helping to build a sustainable network for the future. Again Inverclyde is outperforming the national average for volunteers which sits at 87%. Active Schools continue to offer all extra-curricular sessions free of charge, which is not the case across all authorities.

Secondary School Sport Competition programme has performed well this year with engagement from all six secondary schools competing across eight sports, resulting in 451 young people representing their school in sport. This is delivered by a network of 34 volunteers donating 246 hours to run the matches and festivals. Notre Dame High School retained the Inverclyde School Sports Champion trophy after winning five of the nine sports. Going forward this programme will move to an exit strategy for the next school year as the partnership funding from “sportscotland” will finish.

The partnership with Inverclyde Leisure, Active Schools and the establishments has grown this year with the expansion of the curricular swimming programme to include free swimming lessons to all primary 5 and 6 pupils in the authority.

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**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.**

### **Next Steps**

**Continue to take forward the Developing Inverclyde’s Young Workforce Programme.**

**Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils’ engagement, attainment and achievement.**

**Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.**

**Continue to strengthen joint working with other authorities such as the West Partnership.**

**Active schools will focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement. tracking of participation of children in SIMD 1 & 2.**

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.
- Data from surveys on health and wellbeing.
- Senior phase qualifications and awards data.
- School leaver destinations.
- Wider achievement awards.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.

### **Last year we said we would:**

- Increase the confidence of teacher judgements in the achievement of a level through increased opportunities for moderation.
- Put a consistent system in place to show progression through the Broad General Education in literacy and numeracy. This will be linked to standardised testing information.
- Raise attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.
- Raise attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.
- Develop a robust tracking system for Early Years.
- The Inverclyde framework for Employability Skills will be used in all of our schools and early years centres from 3-18.
- Produce our first plan and report for the National Improvement Framework.

## Here's how we got on:

### **Increase the confidence of teacher judgements in the achievement of a level through increased opportunities for moderation.**

In June 2016 and again in June 2017, teacher judgements for pupil progress in literacy and numeracy in the BGE were collated at authority level. The Scottish Government published this data and the results were published on Parentzone on a school by school basis. In 2016, whilst Inverclyde had worked with head teachers and schools to ensure that systems and processes were in place to ensure that the data was collated, it was felt that the data was not yet robust or reliable and further opportunities for moderation of teacher judgements were taken. During session 2017-18, each cluster had a moderation plan which focused on aspects of literacy and numeracy and activities were undertaken to share standards and give staff confidence in their professional judgments about the levels pupils had achieved. The BGE data shown in this report is the Inverclyde overview of attainment at stages P1, P4, P7 and S3 for 2017 and reflects pupils' attainment in other assessment more accurately.

For the second year, some moderation of standards for achievement of level activities has taken place with neighbouring authorities. This joint working provided reassurance that we are making progress with the strengthening of teachers' understanding of standards.

The team of Quality Assurance and Moderation Support Officers (QAMSOs) has been extended to include key stages of the BGE for different aspects of literacy and numeracy. The QAMSOs are being trained by Education Scotland to lead moderation and assessment activities. Teams of QAMSOs and those involved in inter-authority moderation have delivered in-service to staff from across the authority on "How to run a moderation event" and "Planning for Assessment" which includes sessions on planning assessment and moderation, holistic assessment and achieving a level. This will further increase staff confidence in their judgements around pupil progress. This year the inter-authority moderation group have moderated standards in reading and listening and talking, from early through to fourth level.

### **Put a consistent system in place to show progression through the Broad General Education in literacy and numeracy. This will be linked to standardised testing information.**

Progression pathways for "Numeracy and Mathematics" and "Literacy and English" have been developed. These pathways will support staff in planning progressive learning experiences for young people and will assist teachers in having a shared understanding of progress within a level. All establishments have participated in training to support the implementation of Scottish National Standardised Assessments. A range of assessment information is used to inform teachers' professional judgements on a learner's progress through Curriculum for Excellence levels. The introduction of a consistent tracking system for all schools has been effectively supported by our data officer, with updated information being supplied to schools at agreed stages of the academic session.

Primary schools and early years settings are encouraged to use Stages of Early Arithmetic Learning (SEAL) and Talking about Number strategies to develop staff knowledge about learning and teaching in numeracy. Training sessions for these strategies have been well attended.

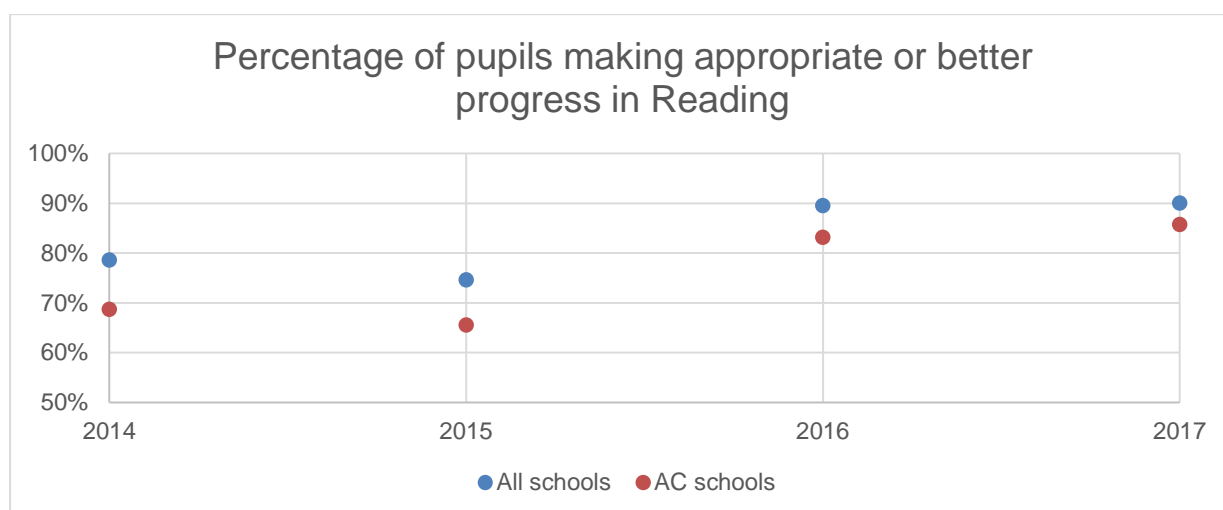
These training sessions have continued and expanded into secondary schools. A group of skilled practitioners, including development officers, head teachers and class teachers have delivered a programme of training in active literacy and dialogic teaching.

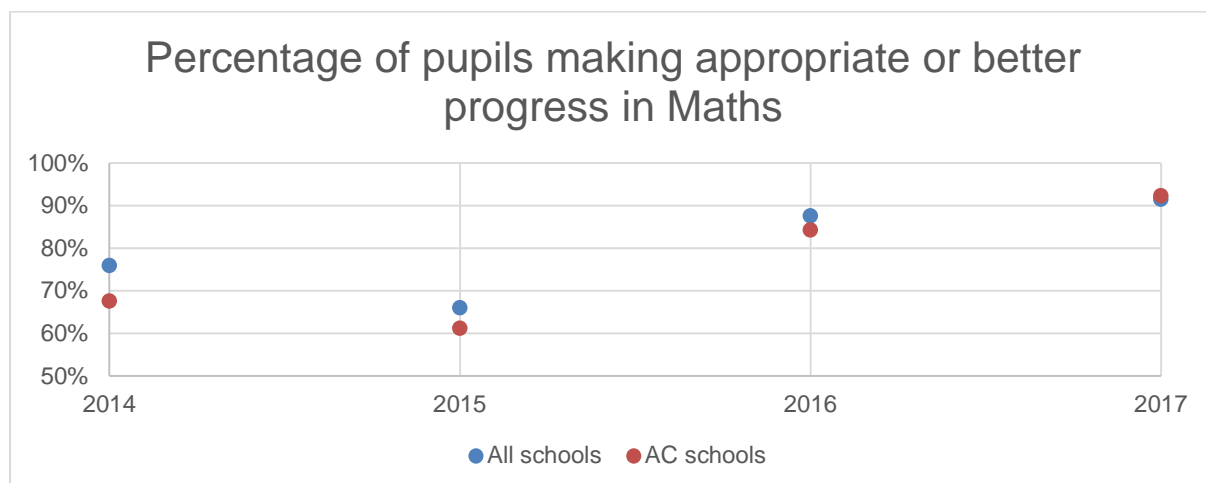
**Raise attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

**Raised attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

Initial success in closing the attainment gap linked to deprivation has been seen in the targeted pupils in the Attainment Challenge schools. The graphs below show the percentage of pupils who have made appropriate or better progress in reading and maths over the course of P1 in academic year 2016/17. Whilst all pupils have increased in the progress they have made, the graphs show that those pupils involved in the Attainment Challenge have made greater gains than previously. This is only one small measure and should be treated with caution, but it shows emerging evidence that the Attainment Challenge is beginning to impact on the attainment gap linked to deprivation. In the senior phase we continue to perform above the national average for almost all measures, however in almost all measures, our attainment gap linked to deprivation is currently similar to the average across Scotland.

### Progress in P1 reading and maths





As part of the Inverclyde Literacy and Numeracy strategies we aim to continue to increase the percentage of pupils who leave school with National 5 in English and Mathematics:

Pupils leaving school in	% Achieved Nat 5 English	% Achieved Nat 5 Mathematics
2015	60%	40%
2016	66%	43%
2017	74%	46%

### Develop a robust tracking system for Early Years

This priority is being taken forward by the West Partnership Early Years 'achievement framework' workstream. An Officer from Inverclyde leads this group along with Educational Psychology and Head of Centre representation.

The group has identified 2 key tasks:

- Develop consistent tools to track and monitor progress in communication, language, mathematics and health and wellbeing.
- Develop a set of 'West Partnership' milestones.

The group has a detailed action plan and is on course to deliver its critical actions on time.

**The Inverclyde framework for Employability Skills will be used in all of our schools and early years centres from 3-18.**

#### Framework for Employability Skills

The Framework and support materials have been distributed to all learning establishments (3-18) across Inverclyde. Establishments are now working towards embedding skills development across the curriculum with a particular focus on employability. The long term vision is for all young people in Inverclyde to be able to articulate their employability skills whilst recognising how they have been developed and how they will apply them in the future.

**Produce our first plan and report for the National Improvement Framework.**

The Standards and Quality report is now fully aligned to the National Improvement Framework and was submitted to Education Scotland as part of ongoing reporting requirements.

### **Evaluation of attainment in Inverclyde**

Attainment and achievement remains relatively strong overall in Inverclyde and areas for improvement are highlighted in this report. In the senior phase, SQA results continue to rise, are positive overall and better than virtual comparators across many key measures. Year groups in Inverclyde often attain above both the national average and schools serving similar catchment areas (virtual comparators). This is particularly marked in respect of the lowest attaining 20% of the pupil population in terms of total tariff at the end of S4. Pupils in Inverclyde tend to stay on at school longer than pupils nationally, however, not all students who choose to stay at school beyond S4 build on this level of attainment and further work needs to be undertaken to ensure all of our young people are making the most of their senior phase of education. In terms of attainment versus deprivation, Inverclyde is performing very strongly against the national picture in regard to children's attainment across a range of SIMD deciles. Through ongoing attainment meetings, schools and the authority have identified attainment in maths to be a key area for improvement across the authority.

Following collection of teacher judgements in 2016 which did not match standardised test data, schools and establishments have worked to moderate standards through familiarisation with benchmarks and moderation activities both within establishments and at cluster level. Teacher judgements for 2017 are more robust and in line with national figures. The attainment gap between pupils in the most and least deprived areas has reduced in most cases between 2016 and 2017, the exception being at some aspects of early level where the gap has increased. It should be noted that 5 times as many pupils live in the areas of most deprivation as those who live in the least deprived areas so caution needs to be applied when making comparisons.



**BGE Data June 2017 (although this is the second year of collation this data has been is still identified as experimental)**

**Achievement of a Level (AOL) 2015-16 and 2016-17**

2016/17 Data	Reading				Writing				Listening & Talking				Numeracy			
	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10
P1 / Level E	85.3%	79.8%	9.9%	16.1%	83.4%	77.8%	10.1%	17.1%	86.8%	82.2%	8.5%	7.5%	88.4%	83.9%	8.1%	10.9%
P4 / Level 1	77.0%	69.8%	13.2%	22.4%	72.8%	64.0%	16.3%	25.0%	87.7%	83.5%	7.9%	7.6%	74.5%	63.1%	21.2%	26.0%
P7 / Level 2	77.5%	72.6%	9.9%	14.8%	68.6%	62.8%	11.4%	19.5%	83.8%	79.0%	9.6%	10.9%	74.4%	66.7%	15.3%	24.5%
S3 / Level 3	89.9%	85.9%	6.7%	7.4%	88.8%	86.2%	4.3%	7.1%	92.3%	89.7%	4.4%	5.8%	82.0%	76.0%	10.6%	14.0%

2015/16 Data	Reading				Writing				Listening & Talking				Numeracy			
	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10
P1 / Level E	78.6%	71.1%	14.3%	14.6%	75.8%	68.8%	13.2%	14.5%	79.1%	71.1%	15.3%	14.6%	83.8%	75.1%	16.5%	18.9%
P4 / Level 1	65.2%	51.3%	25.6%	34.8%	56.1%	42.5%	25.8%	36.0%	69.5%	56.9%	23.8%	31.7%	59.9%	48.7%	21.1%	29.8%
P7 / Level 2	69.3%	59.5%	19.0%	27.3%	57.9%	49.6%	16.6%	19.7%	73.9%	63.7%	19.7%	30.8%	60.8%	51.3%	18.6%	27.8%
S3 / Level 3	78.3%	67.5%	19.7%	23.0%	76.3%	65.4%	19.7%	23.6%	78.9%	68.5%	18.7%	17.8%	79.7%	70.5%	16.7%	18.5%

## How do we perform in the senior phase?

Over 2016/17, 784 young people left Inverclyde schools with 32 pupils leaving from S4, 143 from S5 and 609 from S6. Inverclyde pupils stay at school longer than the national average.

Cohort	Number of Leavers	% from the Most Deprived 30% SIMD	% from the Middle 40% SIMD	% from the Least Deprived 30% SIMD	% of leavers in Inverclyde	% of leavers in Scotland
All leavers	784	53.2%	26.5%	20.3%		
S4 Leavers	32	65.6%	21.9%	12.5%	4.1%	11.7%
S5 Leavers	143	73.4%	16.1%	10.5%	18.2%	25.8%
S6 Leavers	609	47.8%	29.2%	23.0%	77.7%	62.5%

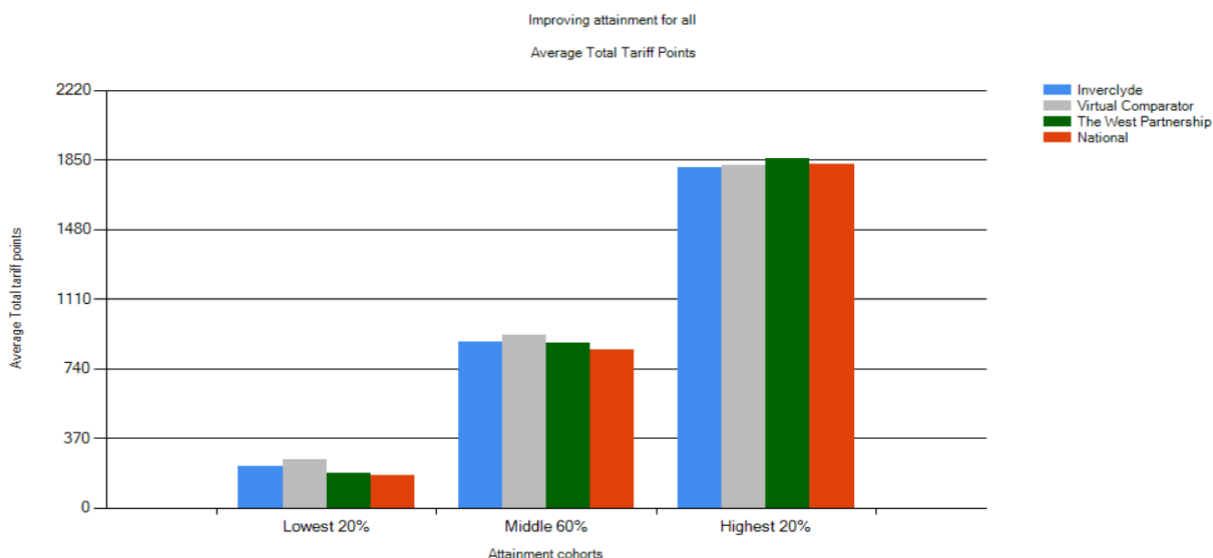
## Literacy & Numeracy

This graph shows the overall performance in literacy and numeracy for all those who left our schools in 2016/17. Overall in literacy and numeracy, at SCQF level 4, our performance has improved year on year from 2009/10 to 2016/17. At SCQF level 5, the trend of attainment is also improving.



## Attainment for All

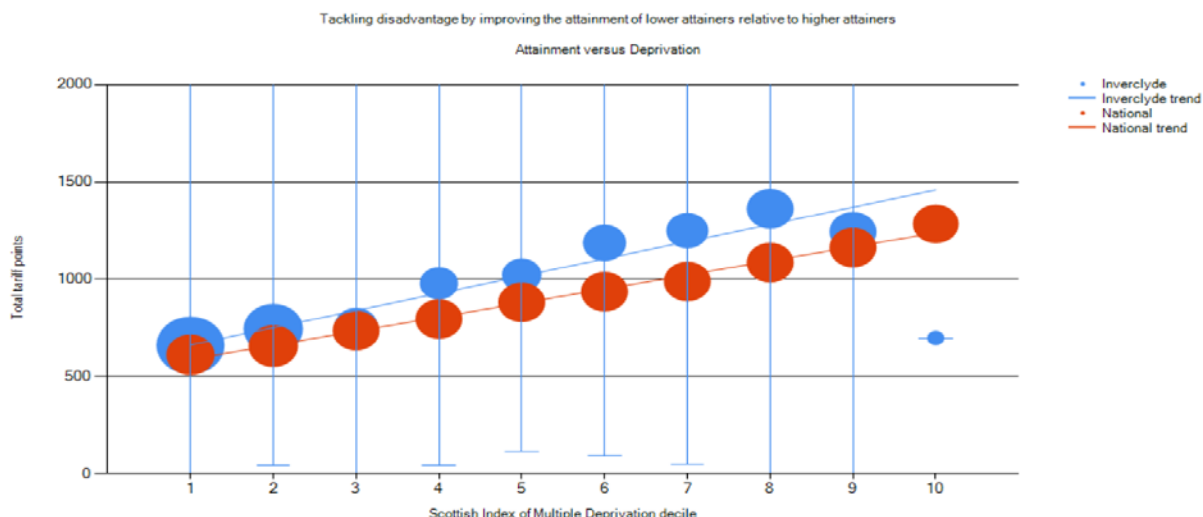
This graph shows the total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and the middle 60% are above the national average. The attainment of the lowest 20%, middle 60% and highest 20% is marginally below virtual comparator. This is due to a large number of pupils staying on to S6 in Inverclyde compared to the virtual comparator or the national picture.



## Attainment v Deprivation

This graph shows the total tariff scores of pupils against their deprivation. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The total tariff scores of pupils in SIMD bands 1 to 9 leaving Inverclyde schools are consistently greater than the national trend. There is only one pupil in SIMD 10. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.



The tables below show our performance at Higher in S5 and S6. The overall trends in Inverclyde remain very positive and we perform better than our virtual comparator in all measures. We continue to perform in line with or below the national average in most measures. Our aim is to close the gap between Inverclyde and the national measures and this is being achieved in most measures with 1 or more Highers rising above the national average.

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2017	60.9	52.3	59.1	37.9	32.2	38.8	16.9	14.7	18.8
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.0	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.1	12.2

By the end of S6	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2017	66.4	55.9	63.4	47.5	39.0	47.7	31.6	26.3	33.5
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44.0	26.8	24.7	30.8
2014	55.2	50.0	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21.0	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

The table below shows our performance in S4 in some key measures. As part of our improvement plan last year we set ourselves ambitious targets for improving our performance against national levels. The targets are set against previous trends, and whilst performance may fluctuate at both local and national level, the targets set help to continue to raise the bar for performance in Inverclyde. While we continue to be above our virtual comparator in all measures our targets relate to the national average to ensure we are being aspirational for our young people. We have seen success in the percentage of pupils gaining literacy qualifications but numeracy continues to be an area which we will focus on. The percentage of S4 achieving 5 National 5s is another area for development.

For S4	Inverclyde	National	Difference
To be 2% above the national average for all pupils achieving National 5 Literacy by the end of S4.	72.08	70.32	1.76
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 7% above the national average for pupils achieving National 5 Literacy by the end of S4.	62.6	55.45	7.15
To be 1% above the national average for all pupils achieving National 5 Numeracy by the end of S4.	51.14	56.25	-5.11
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 9% above the national average for	39.6	40.1	-0.5

pupils achieving National 5 Numeracy by the end of S4.			
For pupils in S4 achieving 5 National 5s we aim to be equivalent to the national average overall.	41.74	45.91	-4.17
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1% above the national average for pupils achieving 5 National 5s.	27.42	27.67	-0.25

In the Broad General Education (BGE) we set targets for performance in standardised tests based on previous data. The targets were more ambitious for those in SIMD 1&2 but also required us to raise the bar for all learners. We overtook those targets in all measures. As this is the last year of this particular test we are unable to set further targets for future years.

<b>In 2016/17 for the BGE we selected key areas where we would like to see further improvement for. These are:</b>	<b>Performance In 2017/18</b>
For numeracy and maths we will increase our average standardised score to 49.3.	52.8
For pupils in SIMD 1 and 2 we will increase our average numeracy and maths standardised score to 47.	49.2
For literacy and English we will increase our average standardised score to 50.2.	51
For pupils in SIMD 1 and 2 we will increase our average literacy and English standardised score to 48.5.	49.1

## How do we perform for our leavers destinations?

### School Leaver Destination Results (SLDR) Initial

Percentage of pupils entering positive destinations							
Inverclyde 2016/17	Ranking	Scotland	Local authority quartile	Change in rank 2015/16-2016/17	2015/16	2014/15	2013/14
93	23rd	93.7	3rd	down 9	94.3	94.6	94

**Inverclyde Council SLDR 2016/17 (Initial destination percentages)**

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	784	44	27	3	18	*	*	5	2	0	93
Scotland	51,258	41	27	2	22	1	1	5	1	0	93.7
Difference LA to Scotland		3	0	1	4			0	1	0	-1.3

\* Value could provide information on a cohort of less than five or has been suppressed to prevent calculation of data for a small cohort. Values are rounded to the nearest whole value and therefore may not sum to 100.

### What the data tells us:

The 2016/17 figure regarding the number of pupils entering positive destinations is 93%. In 2016/17, there were 784 school leavers in Inverclyde, nine less than in 2015/16. The data shows that there was a decrease (1.3%) in the number of Inverclyde pupils who entered a positive and sustained destination (for example, further or higher education, employment or training) after leaving school. The Inverclyde figure for this measure is now below the Scottish average which has increased year-on-year as authorities become better at assisting their school leavers into positive destinations.

Inverclyde continues to consistently perform and deliver on initial school leaver destinations and Inverclyde has had no unknown leavers for the last eight years. No other authority has achieved this and it has been achieved through the commitment of the agencies supporting our young people to make sure that every young person is valued.

### Annual Participation Measure

The annual participation measure takes account of each status from 1 April to the 31 of March 2017 for all 16-19 year olds. All statuses are combined to calculate the participation headline classification and the status grouping figures for 2016 are listed below: -

- The proportion of Inverclyde Council 16-19 year olds participating in education, training or employment is 91.9% compared to 91.1%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds not participating is 3.9% compared to 3.7%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds reported as unconfirmed is 4.1% compared to 5.3%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds females participating in education, training or employment is 92.7% compared to 91.6%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds males participating in education, training or employment is 91.3% compared to 90.5%, in Scotland.

Inverclyde undertake an annual survey, involving pupils from S3 to S6, to provide information about their post school aspirations as these develop. This information is collated at school and authority levels and informs the delivery of the senior phase. This helps to target planning, resources and work with partners which we hope will further increase positive and sustained destinations for our young people. Inverclyde's Regeneration & Employability Group (one of the current SOA Outcome Delivery Groups) have decided to regularly interrogate the Youth Participation Measure data and the S3-S6 surveys to inform the planning and provisioning of post-school support and offers which should lead to future improvement of post school cohort.

**Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.**

The senior phase is continuing to develop and schools are building on their previous work to increase and refine curricular Personal Learning Pathways and ensure that this is available to all pupils as appropriate.

**Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.**

The attendance policy is now in place and schools are proactively taking steps to monitor and follow up attendance. Whilst the numbers for LAC are small and any percentages have to be treated with some caution, the figures shown later in this report show that this should remain an area of focus for Inverclyde.

**Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.**

PLP's are a universal offer that are being adapted and supported by MCMC to support schools and staff to ensure that all entitlements are available to young people requiring additional support, advice and opportunities. This is as part of their transition from school to post-school and ensuring that the appropriate support is in place and continues, as required, for the young person.

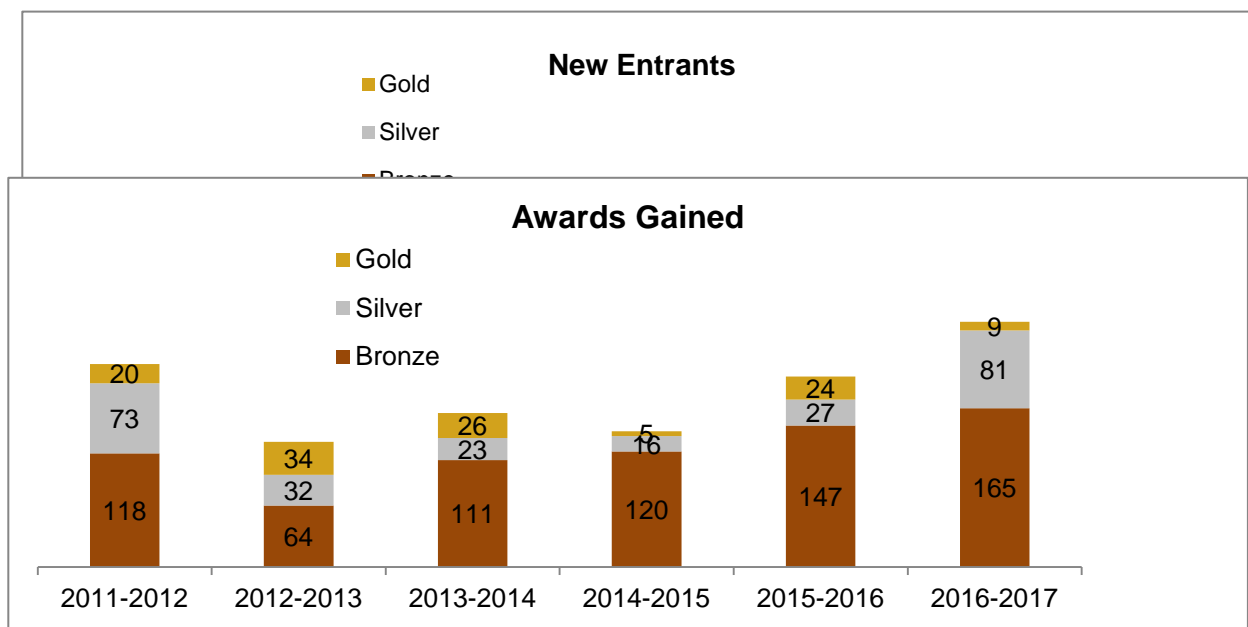
**How good is our wider achievement in Inverclyde?**

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we hope to nurture talent and to develop the responsible citizens of the future.

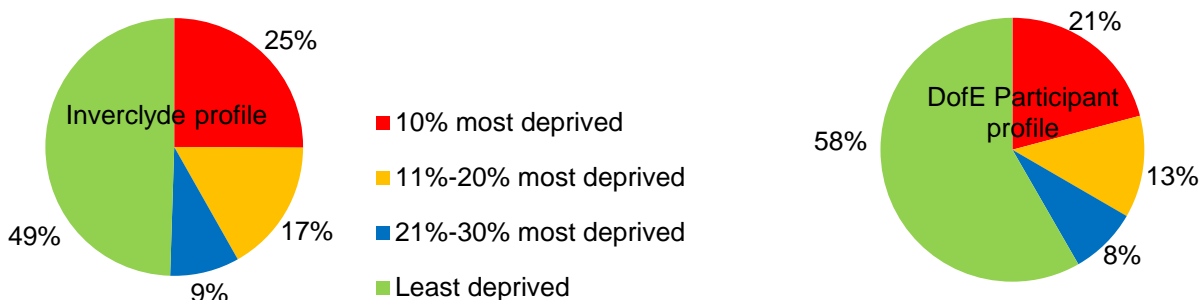
The Duke of Edinburgh's Award programmes develop skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged 14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top five nationally for the overall awards achieved.

The tables below shows the trends for new entrants and awards gained for to Duke of Edinburgh's Award programme in Inverclyde. In 2016/17, there continued to be a significant increase in the number of Bronze and Silver Awards Gained in addition to an increase in new entrants at Silver Level.

The tables below shows the trends for new entrants and awards gained through the Duke of Edinburgh's Award programme in Inverclyde.



The charts below show that the participation rate matched against deprivation for the awards is very positive for Inverclyde and that the demographics of participants in the Duke of Edinburgh's Awards closely match the demographics of Inverclyde overall.



In 2017 Inverclyde completed a record 45 expeditions with over 725 pupils from across all of our schools completing an expedition at either Bronze, Silver or Gold level.

Over the last year CLD Service has supported 10 young people to complete their Personal Achievement Award, 101 Young people achieving the Dynamic Youth Award (SQA level 2) and an increase from 78 in 2016/17, 7 young people completing the SQA Volunteering Skills Award and 10 young people undertook a voyage on the Ocean Youth Trust and gained a range of qualifications through this. The Dynamic Youth Award is an individual award to show participation



and achievement with a set project or programme within the school, for example, Mentors in Violence Protection, Senior Phase Programme etc.

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**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 employment.**

### **Next Steps**

**All schools use moderated assessment information to track and monitor the progress of every pupil.**

**Increase the use of accredited courses offered by schools in partnership with CLD.**

**Develop robust systems to track children's progress.**

**Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.**

**Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.**

**Continue to deliver on our three year Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.**

## School/Establishment Improvement

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

**We said we would:**

- Put new formats for improvement planning and standards and quality reports in place.
- Continued our cycle of school/establishment reviews and worked with leaders to evaluate the standards of learning and teaching across our schools and early years establishments. In particular this will focus on how they are meeting the needs of all learners through effective support and differentiation.
- Agreed and established a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all children and young people and closing the attainment gap linked to deprivation.
- Provided training for all schools on how to use data.

**Here's how we got on:**

**Put new formats for improvement planning and standards and quality reports in place.**

We continue to take forward the National Improvement Framework (NIF) and the four strategic priorities of the NIF (improvements in attainment in literacy and numeracy, closing the attainment gap linked to deprivation, improvements in children and young people's health and wellbeing and improvements in employability skills and leaver destinations) are at the heart of this report and of our improvement through self-evaluation cycle. Last year, the format of the standards and quality report and subsequent education services improvement plan, was changed to match the NIF drivers. As a result of a more consistent approach across the authority and the use of the key drivers for the attainment challenge, all reports and improvement plans meet the requirements for local authorities under the 2000 Standards in Schools Act, as amended by the 2016 Act. A working group was set up with heads of establishment to develop a new format for establishment Standards and Quality Reports and Improvement Plans, taking into account national guidance.

In June 2017 all establishments in Inverclyde used the new format of improvement plan for the first time. The plan makes clear links to both How Good is Our School?4, HGIOELC? and the NIF. It included a plan for the use of Pupil Equity Funding. Following submission of school's improvement plans the quality improvement team reviewed the plans and provided additional guidance to schools. In June 2017 Standards and Quality reports included a statement about capacity to improve and evaluation of specific quality indicators in line with advice from Education Scotland.

We continue to take account of Education Scotland advice on improvement planning and standards and quality and this is reflected in the templates which have been issued to schools. To support head teachers with the requirements and expectations in their Standards and Quality reports, schools have been given an exemplar. This will lead to greater consistency of approach across the authority.

**Continued our cycle of school/establishment reviews and worked with leaders to evaluate the standards of learning and teaching across our schools and early years establishments. In particular this will focus on how they are meeting the needs of all learners through effective support and differentiation.**

As part of the duty of an education authority to quality assure the standards of education in its schools, reviews are undertaken across a sample of early years centres, primary and secondary schools in Inverclyde. The evidence from the reviews, alongside the statistical data on attainment and achievement are used to inform the annual Standards and Quality Report. In the academic year 2017/18, questionnaires with stakeholders have been undertaken online. This, alongside inspection evidence, allows the education authority to sample the views of teachers, support staff, pupils and parents and carers. A baseline has now been established against key questions and this will be used to monitor trends over coming years. As part of the West Partnership Collaborative a quality improvement officer from East Renfrewshire was also involved in a recent school review to moderate standards and share good practice.

The key messages identified as part of the review process for 2017/18 have been:

Key strengths identified over the past year during school reviews:	Areas for development identified over the past year during school reviews:
Head teachers' long term vision for the school and their commitment to improve the experience of all pupils.	Develop the curriculum in line with national expectations so that young people's entitlements are met.
The strong, positive relationships, ethos and sense of community across the school.	Ensure that self-evaluation procedures lead to improvements to provide high quality learning and teaching experiences for pupils.
The school's engagement with partners and other agencies to best meet the learning and support needs of their pupils.	Increase individualised planning with a focus on improving outcomes for young people.
The willingness and commitment of teaching staff to respond to change by readily taking on the development of strategies.	Ensure that tracking and monitoring procedures identify and meet the needs of all pupils, leading to improvement in attainment.

Happy, enthusiastic and motivated pupils who interact well in learning activities and have a sense of pride in their school.	Develop and support leadership at all levels.
The range of wider achievements that the school supports and celebrates.	

**Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all children and young people and closing the attainment gap linked to deprivation.**

This session has seen the authority develop a comprehensive set of data packs for each of the primary and secondary establishments. There has been a programme of support, targeted at head teachers, to ensure that they are more confident in the use of data to measure impact. This has assisted head teachers in developing their skills and their ability to use data to support improvement. The data packs use a wide variety of data sources covering areas such as attendance, standardised tests, teacher professional judgment and national qualifications. Data packs have enabled Senior Management Teams (SMTs) and class teachers to focus on data linking attainment to deprivation using SIMD bandings. Establishments are now able to identify attainment gaps and allocate support appropriately. Head teachers value the opportunity to meet regularly with a focus on sharing data analysis, best practice to raise attainment and experiences of partnership working.

The quality improvement team engage with all head teachers throughout the session. Meetings focus on data, learning and teaching and self-evaluation. Attainment Challenge leads held one to one sessions for primary head teachers focussing on the use of data. Secondary staff have had the opportunity to engage in a series of seminars aimed at improving the use of Insight data.

## **Evaluation of our capacity to improve in Inverclyde**

Inverclyde Council's schools, early years centres and Education Services deliver a good quality of provision overall and are well placed to drive improvement. The QIT now comprises both quality improvement staff and Attainment Challenge leads. The team continue to carry out school reviews and self-evaluation visits to all centres. Seven school/establishment reviews and follow up visits have been undertaken over the period April 2017 - March 2018. Our evaluation of the reviews undertaken shows that schools are in a good position to continue to improve. The two follow up visits showed significant improvement in the quality of learning and teaching.

The QIT continue to respond to national initiatives to assist establishments in implementing national policy such as the National Improvement Framework, How Good is our School?, How Good is our Early Learning and Childcare?, Attainment Challenge planning, the digital learning and teaching strategy, leadership and masters level learning, joint planning through the West Partnership and the expansion of early years entitlement. The QIT have had more opportunities to support heads of establishments through sector specific leaders' meetings. The QIT continue to provide pastoral support to schools and early year's establishments and link officers deal with any concerns or complaints that the authority receives.

## Consultation with Young People

In February 2018, over 80 young people from across all of our secondary schools attending the 3<sup>rd</sup> Clyde Conversations Event. A steering group of 12 pupils were involved in the planning of the event and had full ownership. A range of issues were explored and the views of young people taken on board. As 2018 is the Year of Young People, a follow up event is planned for November 2018. The themes discussed at Clyde Conversations in 2018 included Careers Support, Drugs & Alcohol, Pupil Voice, Mental Health and Hate Crime. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform Education and Children's Services planning. Examples of work that has been undertaken as a result of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of sexual consent.
- Some schools have undertaken a review of their Personal Social Education (PSE) programme.

Furthermore, colleagues from Community Learning and Development carried out a range of consultations with young people throughout the past 12 months including:

- Focus groups and consultation with over 200 young people on the Council's Savings Proposals.
- Consultations carried out by the Clyde Conversations Steering Group to identify the issues affecting young people – over 150 young people responded.
- A youth-friendly version of the "Our Place Our Future" survey carried out with young people involved in youth work services to ensure that their voice was heard. The findings contributed to the new Local Outcome Improvement Plan.
- A Right Health Education Conversation Café was held in 17 primary and secondary schools by the Children's Rights and Information Officer and Your Voice Development Officer which involved 216 young people, to allow them to be involved in conversation regarding sexual health and drugs, smoking and alcohol.
- A Health & Wellbeing Survey was distributed to schools focusing on alcohol, drugs and sexual health programmes in schools to identify gaps. A programme will be developed to address these.

## What do we hope to achieve in the future?

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.

### Next Steps

Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.

Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.

Schools are better able to use data to inform improvement through self-evaluation.

Review the comments made by young people at the Conversation Café's to look at how best to support them to have a meaningful health education experience when evaluations are complete and look at how we can address gaps in the curriculum, working within the parameters of the curriculum.

Identify an Action Plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

## The Development of our Curriculum

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Creativity and Employability.
- Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Developing Creativity and Skills for Life and Learning.
- Learning pathways offered to our pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

### We said we would:

- Provide training for schools about working with the school community to establish a curriculum rationale that is understood by all.
- Identify and revised progression frameworks for literacy and numeracy.
- Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.
- Continued to deliver our 1+2 languages implementation plan.

### Here's how we got on:

**Provide training for schools about working with the school community to establish a curriculum rationale that is understood by all.**

Over the recent years Inverclyde schools' adopted a revised curriculum structure which improved transitions from BGE to the Senior Phase with each establishment offering a variety of different pathways. A curriculum rationale was clearly established and articulated with all stakeholders. This session Inverclyde Attainment team supported schools in devising "Timetables for Improvements". All participants were encouraged to reconsider their curriculum rationale. Schools received further advice and support from Education Scotland at Pupil Equity Funding seminars. In addition all primary head teachers participated in workshops led by the Attainment Challenge Team, Attainment Advisor and Education Scotland.

## **Identify and revise progression frameworks for literacy and numeracy**

Primary head teachers had requested Inverclyde Progression Pathways for Literacy and English and Numeracy and Mathematics, to ensure a shared understanding of progress within these areas of the curriculum. Coaching and Modelling Officers and practitioners worked together throughout the session to devise Inverclyde's literacy and numeracy pathways which are now available to all schools. A Glow tile was created to ensure that the Pathways would be accessible to all teaching staff. The Pathways allow teachers to consider pace and challenge within learning. They also provide clear guidance on effective methodology. Early feedback from schools is very positive and the Pathways will be reviewed next session.

## **Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.**

Inverclyde have been offering Personal Learning Pathways to senior phase pupils for a number of years. Across all Inverclyde secondary schools we currently have approximately 90 pupils who are benefiting from a PLP with 60 of these pupils attend college. For the remainder of the week, some of them attend school while others are on placements related to their chosen career and the course they are studying. In addition to this there are 30 or so young people who attend placements with local employers and continue to attend school, a small number of this group attend provision outwith Inverclyde.

This approach allows us to support pupils who would previously have left school as soon as they reach their statutory leaving date. We now continue to provide them with skills for life and work up to the end of S6.

## **Continue to deliver our 1+2 languages implementation plan**

Additional training was held for early years and primary staff this session to support and refresh 1+2 Languages over the course of this session. The 1+2 development officer represented Inverclyde at the European Commission in Brussels – all Scottish Local Authorities were represented. Links have been established for inter – authority working with Renfrewshire, Argyll and Bute and Glasgow. Inverclyde hosted a visit from French colleagues, this involved visiting 5 Inverclyde Schools. Further discussion was held regarding partnership working with French Colleagues.

## **Develop the senior phase through enhanced pupil choice**

Our senior phase model has now been operating for the last three sessions. Schools have continued to increase the variety of courses on offer to better meet pupil interests e.g. Music Technology, Photography, Drama etc. Schools are trying to maximise flexibility within the timetable to allow pupils a more personalised pathway.

Attainment meetings with secondary head teachers focus on pace and challenge for pupils. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. Data is collected on skills for life, learning and work for S3-S6 pupils in all secondary schools. The data allows schools and the



authority to track the needs of our young people, to discuss individual needs and to plan and deliver the curricular needs and structure of the senior phase. Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

Ultimately we aim to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named deputy head teacher responsible for DIYW and this includes vocational learning/college partnership. In addition, the authority wide DIYW steering group made up of key stakeholders meets twice annually to review progress. This progress has included:

- New vocational learning opportunities have been agreed and delivered including the increased delivery of Foundation Apprenticeships across S5/S6 cohorts.
- STEM promotion supported by the delivery of events across the local authority (3-18).
- Saturday morning STEM session at the shared campus.
- Sector events for growth employment areas are offered to schools e.g. childcare.
- A significant rise in the number of schools attending employer led career/employability events.

### **Develop a third language in primary schools**

We continue to make progress with the implementation of the Government initiative for 1+2 languages. All of our primary schools now deliver a second language in either French or Spanish from P1-P7. Craigmarloch School have recently introduced French and Makaton, and all of our secondary schools deliver French or Spanish as a second language. Whilst the progress with a second language has been extremely positive, our progress with a third language has been less so. There continues to be a lack of confidence among staff about providing two languages.

Cover to release staff for training is almost impossible to secure and this has impacted on training opportunities. Many primary schools have preferred to concentrate on developing confidence in delivering the second language but there has been some progress towards developing the third language in P4-P7 and this will continue in the coming years as we move towards 2020.

In secondary schools, both French and Spanish are offered as third languages. Attitudes towards the support and delivery of the 1+2 language initiative have been very positive in Inverclyde and this has been helped by excellent support from the development officer who was in post for part of the year. Unfortunately, the development officer retired mid-year and there have been difficulties recruiting somebody to take her place.

**Additional training was held for early years and primary staff this session to support and refresh 1+2 Languages over the course of this session.**

- “In-house” introductory training was provided for Kelly Street Children’s Centre involving 9 staff.
- A four week “Building Confidence in French” course was delivered by the Clydeview Academy Modern Languages department involving 14 attendees, representing 10 primaries and Craigmarnock School. This course was designed to refresh the basics in French and to provide a responsive support mechanism for what attending staff felt they needed. Plans are in place to deliver a Spanish version for the Notre Dame High School cluster in June 2018.
- February 2018 - INSET training was delivered on the new Power Language Schools (PLS) resource. 17 out of 20 Inverclyde primary schools were represented including Craigmarnock School. The opportunity was given for clusters to network and discuss common approaches to the teaching of modern languages. Inverclyde 1+2 core language (French) was introduced to all language co-ordinators. Further training is planned stage for schools seeking to continue to develop the third language.
- Interest from 5 members of staff has been received across Inverclyde for the Erasmus Immersion course in October 2018.

Evaluation of these courses show that the staff found the additional training and support extremely beneficial.

**Fostering more cluster-based working, and encouraging a shared understanding of standards and benchmarks.**

- We have supported a project involving senior students (Language Ambassadors) from St Columba’s High School who are visiting primaries in their cluster to deliver stories in French to primary pupils.
- The 1+2 development officer has produced a 1+2 core language document (for French and Spanish which is due to be finished by the end of April), based on resources available from Power Language Schools (PLS) and also from freely available web based resources.
- The 1+2 development officer is working with all secondary principal teachers of Modern Languages to help support delivery of L3 in secondary schools. Core language is discussed and agreed with all secondary principal teachers and there is now an agreed progression across the authority, which aids transition and planning for the secondary curriculum.

**Introduction of third language (L3)**

- The 1+2 development officer has developed topic based materials for Spanish. These will be shared with all primaries by the end of May 2018. It is intended that training will be available for these specific materials in September 2018.
- All schools are aware that the third language needs to be built into 1+2 planning for next session (2018-19).
- New resources both for French and Spanish have been sourced and will be available to all Inverclyde schools from early May 2018. Training on this specific resource will be delivered in September 2018.

- L3 short course resource (Mandarin version) was piloted with a group of language coordinators during an INSET day.

## How good is our Curriculum in Inverclyde?

### Evaluation

Our schools continue to deliver Curriculum for Excellence and very positive work has been undertaken within all sectors. Recent work has been undertaken to focus school leaders on the importance of developing a clear curriculum rationale which reflects the school and its community. We expect this development work to continue over the coming session. The work of the Attainment Challenge and the coaching and modelling officers has given a renewed focus on literacy, numeracy and health and wellbeing. Revised progression pathways for literacy & English and numeracy & mathematics have been developed and shared with schools. A variety of methodologies have been implemented to support delivery of the curriculum such as SEAL, active literacy, dialogic teaching etc.

All schools worked within their cluster to agree a plan which allowed them to share standards within and across all sectors. Taking examples of good practice from national initiatives and inter-authority moderation, an Inverclyde moderation plan for next session which covers training, the moderation process and authority quality assurance of standards has been shared for implementation. Staff have become more familiar with the benchmarks and their confidence in making teacher judgements is increasing. Establishments continue to develop other aspects of their curriculum such as outdoor learning, science, social subjects and technologies.

#### Outcomes for learners

**All learners in Inverclyde experience a high quality curriculum that meets their needs.**

#### Next Steps

**Ensure that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.**

**Continue to develop the senior phase through enhanced pupil choice.**

**Continue to take forward the 1+2 languages initiative.**

## Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

### We said we would:

- Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all pupils and those with barriers to learning and LAC.
- Further develop multi-agency partnership working to plan appropriate support provision in line with Inverclyde's GIRFEC Pathway policy and procedures.
- Further reduce levels of exclusions from school for LAC and ASN pupils with particular emphasis on those looked after "at home".
- Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.
- Raise attainment for learners with barriers to learning in literacy and numeracy through continuing work on the development of appropriate strategies.
- Raise attainment in National Qualifications for Senior Phase students with Additional Support Needs (ASN) or barriers to learning.
- Continue to implement the recommendations of the ASN review particularly the development of a Locality ASN Forum.
- Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.
- Deliver a programme of Continuing Professional Development (CPD) to build capacity for teachers and ASN/learning assistants linked to support and interventions for learners with barriers to learning.

### Here's how we got on:

**Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all pupils and those with barriers to learning and LAC.**

The process to establish a consistent data set has started with the central principle underpinning improvement being rigorous self-evaluation and quality assurance procedures. Education Services and all educational establishments collect a wide range of quantitative data on attainment, attendance, bullying and prejudice-based discrimination and option choices. This work builds on the Integrated Children's Services (ICS) Strategic Needs Analysis (SNA) which

gives a detailed assessment of a range of statistical data and analysis compiled from Education Services and the Health and Social Care Partnership (HSCP). It was through that process that the priorities for Inverclyde's Integrated Children's Services plan were identified.

The further development of the Inclusive Education Self-Evaluation and Quality Assurance (IESE&QA) policy will ensure that there is a clear rationale to the data gathered and to the identification of future improvement priorities.

The information being collated will include:

- Attainment of identified groups of children and young people through Teacher Judgements (BGE), SQA and post-school destinations.
- Engagement, Ensuring Wellbeing, Equality and Inclusion including participation in the school community, student council and areas of wider achievement.
- Feedback from multi-agency moderation and quality assurance of Wellbeing Assessments, Child Plan (LAC) and the implementation of Inverclyde's GIRFEC Practice Model through focus group professional dialogue.

The policy will be published in draft format in May 2018 with an initial collation of data and a pilot GIRFEC moderation programme involving one Learning Community Cluster (Secondary, Primary and Early Years Learning) will be completed by June 2018.

**Further develop multi-agency partnership working to plan appropriate support provision in line with Inverclyde's GIRFEC Pathway policy and procedures.**

While Inverclyde Education Services and HSCP continue to embed our GIRFEC Pathway Model. However, the issue of information sharing remains an area of some uncertainty. The recent publication of the Children and Young People (Information Sharing) (Scotland) Bill 2017 provides a framework for implementation by August 2018.

The recent ICS inspection highlighted several areas of good practice including the impact of the implementation of Inverclyde's GIRFEC Pathway Model. The collaborative approach taken in the implementation of our GIRFEC Pathways has provided a level of confidence in the commonality of approach and language used across both Education Services and Inverclyde's HSCP with the emphasis on collaborative and multi-agency working at all stages. However, 59% of single-agency chronologies by health and education staff were evaluated as being fit for purpose, indicating that named persons needed further support. This remains an area for further development.

The GIRFEC pathway was being used increasingly well and there were very few barriers to information sharing, including effective exchange between adult and children services. Consent to share information was being sought appropriately. Staff are growing increasingly confident in making requests for assistance and convening team-around-the-child meetings while others still require continuing support. School staff also felt that lower-level child concerns were identified effectively and that the Getting It Right for Every Child pathway worked well in securing an appropriate and timely response.

The ICS inspection report also highlighted that the team-around-the-child approach was

working increasingly well with almost all respondents to the inspection staff survey agreeing or strongly agreeing that Getting It Right for Every Child had made it easier for them to provide timely help to children, young people and families.

While collaborative working is at the centre of Inverclyde’s GIRFEC Pathway Model, it is recognised that we are very much at the early stages of a process that continues to evolve and develop, joint quality assurance systems and processes were identified as not being well established. This is an area that will be addressed through the implementation of the IESE&QA policy mentioned above.

**Further reduce levels of exclusions from school for LAC and ASN pupils with particular emphasis on those looked after “at home”.**

Inverclyde’s inaugural LAC Conference in May 2017 gave the opportunity for a multi-agency approach to planning for better outcomes for those children and young people identified as Looked After. The purpose of the conference was to support schools in developing school improvement priorities that will improve outcomes for looked after children particularly in attainment, attendance and positive destinations. Reducing exclusion rates for looked after young people remains an area of priority for all schools.

**Exclusions per 1000 pupils**

Between 2014/15 and 2016/17, there was a reduction of 2.44% in our school exclusion rate (per 1,000 pupils). Our performance for this measure is also more than 9% below the national average. This improvement resulted in our position in local authority rankings increasing by three places to 8<sup>th</sup> nationally.

Scotland	Inverclyde			
	2016/17	2014/15	2012/13	2010/11
26.84	17.26	19.7	37	56.78

Similarly, since 2009/10, there had been an improving trend in school exclusion rates for looked after children. While this is welcomed it does not compare favourably with the rate of exclusions for the school population as a whole. Figures for 2014/15 ranked Inverclyde at 21 of 30 authorities for the rate of exclusions per 1000 children looked after.

Inverclyde Academy are working collaborative with the Corporate Parenting Team on a “small test of change” project which will monitor the progress of an identified group of looked after young people on their journey through school to post-school destination.

**Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.**

The revised attendance standard circular is now in operation and schools and the authority continue to monitor attendance of all pupils, particularly those who are looked after at home. Attendance rates overall remain a concern, although it is difficult to spot significant trends in those who are LAC because of small numbers.

**Raise attainment for learners with barriers to learning in literacy and numeracy through continuing work on the development of appropriate strategies.**

Levels of educational attainment continue to improve for most children in Inverclyde, particularly those who attended schools taking part in the Attainment Challenge with children and young people of all abilities accessing a range of opportunities to participate in recognised awards and accredited certificates.

**Raise attainment in National Qualifications for Senior Phase students with Additional Support Needs (ASN) or barriers to learning.**

Literacy and numeracy outcomes for looked after children and young people had improved at both National 4 and National 5 over the last three years. While the 2017 results were above the national comparator at National 4, performance at National 5 was not as strong.

**Literacy and Numeracy – ASN**

	2014	2015	2016	2017	Virtual Comparator
National 4	64%	74%	79%	84%	83%
National 5	27%	38%	45%	47%	52%

**Average Tariff Scores**

ASN	Inverclyde 2016	Virtual Comparator 2016	Inverclyde 2017	Virtual Comparator 2017
Lowest 20%	113	123	117	70
Middle 60%	498	619	492	457
Highest 20%	1518	1560	1334	1436

**Continue to implement the recommendations of the ASN review particularly the development of a Locality ASN Forum.**

The majority of the recommendations listed in the 2016 ASN review have now been fully implemented while there remains some that are problematic.

While the development of the ASN Locality Forum has been the focus of consultation with clusters over the past year, there are two significant national developments that have resulted in a hiatus to implementation. Firstly, the Community Engagement (Scotland) Act 2016 requires all local authorities to develop Local Outcome Improvement Plans (LOIP) that take account of the priorities identified by locality partnerships or groups. The first phase of those locality plans will be targeted to those areas in Inverclyde with the highest levels of deprivation, specifically Greenock East and Central, Greenock South and South West and Port Glasgow.

Secondly, the outcome of the recent consultation on the Empowerment of Scottish Schools, the final format of the Head Teacher's Charter and the school fair funding model is not yet known. With the expectation that head teachers will have significantly enhance control of staff appointments and, consequently, redeployment, the completion of this aspect of the ASN Review would inevitably be impacted by the outcome of this national development.

**Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.**

Inverclyde's current curriculum model provides opportunities for flexibility for all young people in the Senior Phase. For those with barriers to their learning, either through disengagement of identified additional support needs, timetable flexibility and tailored packages of support allows children and young people re-engage with their learning, when previously they were reluctant to attend school. This twin-track approach to school-based curriculum choices and the option of an alternative curricular pathways for those disengaged from education or with identified additional support needs is supported by the More Choices, More Chances Team in Inverclyde Education Services. Referral through the ASN Forum remains the appropriate route for those in the latter group.

**Deliver a programme of Continuing Professional Development (CPD) to build capacity for teachers and ASN/Learning Assistants linked to support and interventions for learners with barriers to learning.**

Inverclyde's inaugural Autism conference took place in September 2017. Similarly with the LAC conference in May 2017, this provided an opportunity for staff from schools and multi-agency partner agencies to share good practice and to consider national advice in Autism and ASN.

A programme of training was delivered to 10 ASN learning assistants from schools across Inverclyde. The programme included input from colleagues in the Speech and Language Therapy service, Inverclyde Communication Outreach Service and a Health and Safety officer. Several of those participating expressed interest in attending a Moving and Handling Trainers event along with colleagues in Health and Safety to provide a core of 8-10 trainers. Development of this programme continues.



## How well do we support wellbeing, equality and inclusion in Inverclyde?

### Inverclyde ASN Support Profile

In March 2017 there were 2654 individual pupils across Inverclyde educational establishments with stated support needs and 4068 stated support needs including:

Autistic Spectrum Disorder	386
Dyslexia	507
Looked After	365
Social, Emotional and Behavioural Difficulty	640

ASN (Disability)	No.
All: Assessed Disability	189
All: Declared Disability	232
LAC: Disability	1

Clothing Grant	
All ASN pupils	1040
LAC	47
ASN (Disability)	72

*Note: 22 pupils assessed disabled not entered in SEEMIS as "Declared Disabled".*

Free Meals	No.
All	225
LAC	6
ASN (Disability)	27

It should be noted that that the information available on the SEEMIS module is dependent on the accuracy of the information entered by schools. There are currently 23 categories in which schools are able to record Additional Support Needs ranging from specific issues, e.g. Autism and Dyslexia to those that could be viewed as non-specific and, indeed, subjective, e.g. "At Risk of Exclusion".

One area of concern identified in the accuracy of SEEMIS data entry is evident in the above numbers identified as "Autism Spectrum Disorder". The above table would indicate that there were 340 children and young people in Inverclyde educational establishments with ASD. This, if accurate, would be three time the national average. The stated numbers would suggest that schools are entering information on "Autism-like Behaviour" rather than Autism/Asperger's by diagnosis only. The IE SE and QA group will produce guidelines to both limit the range of categories used and also advise on the accuracy on the data.

## How good is the attendance in our schools?

Attendance in our schools continues to be slightly below the national average and remains a key area of focus for us in Inverclyde. The attendance policy is in place and schools are monitoring all attendance and proactively following up concerns.

### Summary of Primary School Attendance Rates

Primary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	94.74	95.23	94.75	95.02	94.63	94.79	94.3
Scotland	94.7	94.8	94.9	95	95.1	95	94.9

### Summary of Secondary School Attendance Rates

Secondary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	90.82	91.81	91.85	91.71	91.02	91.1	90.1
Scotland	91	91.45	91.9	91.9	91.9	91.9	90.7

### Summary of ASN School Attendance Rates

ASN	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	93.02	93.52	93.25	92.43	91.62	91.02	90.1
Scotland	90.0	90.25	90.5	90.6	90.7	90.7	90.3

## How good is the attendance of Looked After Children (LAC) in our schools?

Attendance rates for looked after children away from home remain positive, with pupils who are looked after away from home continuing to attend above the authority average. Concerns remain about attendance of pupils who are looked after at home and this remains an area for development.

### Primary

	2013/14	2014/15	2015/16	2016/17
All Inverclyde Primary pupils	95%	94.60%	94.80%	94.20%
All National Primary pupils	95%	95.10%	95%	94.9%
Inverclyde Primary LAC (At Home)	92.80%	91.10%	92.70%	91.70%
Inverclyde Primary LAC (Away)	96.50%	96%	96.50%	96.60%

### Secondary

	2013/14	2014/15	2015/16	2016/17
All Inverclyde Secondary pupils	91.60%	91.00%	91.10%	90.10%
All National Secondary pupils	91.90%	91.90%	91.90%	90.70%
Inverclyde Secondary LAC (At Home)	76%	79.50%	77%	71.50%
Inverclyde Secondary LAC (Away)	90%	94%	94%	90.30%

## What is our exclusion rate in Inverclyde schools?

Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched following the planned three year review and is undoubtedly a significant contributory to our overall low exclusion rates. National statistics indicate that Inverclyde's exclusion rate is significantly below the national average. The trend in exclusion rates shows a very slight increase overall since 2015 and this will continue to be monitored.

### Inverclyde's Exclusion Rate per 1000 pupils

All pupils	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	22.7	23.8	16.2	11.3	7.2	9.2	10.3

Primary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	7	5.5	3.9	1.6	0.4	1.3	2.4
Scotland	11.5		10.4		9		

Secondary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	39.6	43.3	31.1	23.7	14.4	19.1	23.7
Scotland	72.2		58.3		49.5		

ASN	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	64.9	81.8	6.5	0	43.8	12.4	11.2
Scotland	147.6	147.9	148.1	137.2	126.4		

LAC	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	228.9	181	120	149.6	74.4	134	111.6

## How well do our Looked after Children (LAC) and pupils with Additional Support Needs (ASN) perform?

The data shown in the tables below is collated from the SEEMIS database. While work continues for better alignment with the SWIFT database used by Social Services, the issue of consent in information sharing between services remains an issue particularly with those families engaged voluntarily with Social Services.

Looked After	No.
Primary	17
Secondary	45
Total	62

LAC	Primary	Secondary	Total
At Home	5	9	15
Away	6	14	20
Previously	6	22	28
Total	17	45	63*

\* - 1 young person enrolled in Virtual School

Attainment trends for LAC pupils should be treated with an element of caution given the small numbers and different circumstances of pupils who become looked after. The data available indicates that while attainment for LAC pupils at National 4 and 5 in literacy and numeracy has improving year by year, our performance both National 4 and National 5 has dipped this year. Performance in literacy and numeracy at National 4 and 5 for our ASN pupils has improved on a year by year basis, whilst we are slightly below our virtual comparator at National 5, the gap has remained constant. Our performance at National 4 has improved to rise above our virtual comparator. Figures for Higher for both ASN and LAC are simply too small to be able to identify trends.

### Literacy and Numeracy - LAC

	2014	2015	2016	2017	Virtual Comparator
National 4	40%	50%	85%	53%	71%
National 5	6.6%	10%	30.8%	9%	39%

### Average Tariff Scores

LAC	Inverclyde 2016	Virtual Comparator 2016	Inverclyde 2017	Virtual Comparator 2017
Lowest 20%	101	112	39	15
Middle 60%	198	584	169	199
Highest 20%	1128	1434	374	848

### ePIPS 2018 - Maths + Reading

The table below compares the average ePIPS scores in Maths + Reading for all P7 transitioning to S1 in August 2018 with those of looked after children and those with disabilities.

ePIPS	Score
Avg (All)	99.9
LAC	66.4
Declared Disabled	88.0
Assessed Disabled	82.0

### How well do we perform for post school destinations for LAC pupils?

Inverclyde’s Virtual School continues to ensure that every young person under the age of 18, who is not looked after but recognised as having barriers to their education or is otherwise disengaged from education, receives the same level of opportunities as every other young person. The principle behind this innovation has extended to those young people who choose to exit full-time education for an identified pathway, e.g. college or work placement. It is recognised that a significant proportion of young people that opt to leave school at the end of S4 or at Christmas in their S5 are more likely to access a short-term destination rather than a long-term, sustained destination. It is also often the case that these young people have disengaged from school, have limited attainment and, on occasion, are our most vulnerable. This particular pathway often results in those young people - aged 16/17 years - being lost to the system as they are not in employment, education or training or are they accessing the support to which they are entitled.

Should any young person accessing a post-school destination which subsequently proves to be short-term they will be able to be re-enrolled in their catchment school or, alternatively, on to the roll of the Virtual School. This will allow them to be supported by an identified Named Person and ensure their entitlement to support into another destination which, hopefully, is more likely to be long-term, sustained and positive.

The table below shows the breakdown of destinations specifically for LAC young people (age 16-24) for 2017/18, 43.5% of our LAC pupils enter positive destinations compared to 40% for 2016/17. Identifying ways to get the further 53% into positive destinations remains an area of focus for Inverclyde.

LAC 2018	Total	Participating	Not Participating	Of this total Number Educated Outwith Inverclyde	Of this total No over 18 and Previously looked after	
Age 16-24	62	27	35	9	39	
Positive Destinations Breakdown	Total	Male	Female	Looked after at home	Looked After away from Home	Looked after
AA	1	1	0	0	0	1
Employability Pipeline Stage 2 &3	3	3	0	2	1	0
F/T Employment	5	5	0	3	2	0
Further Education	10	8	2	1	6	3
Higher Education	3	2	1	1	1	1
Other Formal Training	1	0	1	0	1	0
PT Employment	1	1		1	0	
Personal Skills Development	1	1		1	0	
PSD-Employability	2	2		1	1	0
<b>Total</b>	<b>27</b>	<b>23</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>5</b>

## Positive Relationships, Positive Behaviour

This year the Positive relationships, Positive Behaviour (PRPB) policy which is used in all schools within Inverclyde has again been revised to take account of the recently updated national guideline Included, Engaged and Involved Part 2, (March 2018). This includes updates guidance on exclusion from school, procedures for monitoring and recording instances of weapons in schools and seclusion & physical intervention.

Educational Psychology Service (EPS) continue to support establishments to embed the use of the solution orientated based approaches contained in the PRPB to support children and young people.

## Mentors in Violence Prevention (MVP)

Mentors in Violence Prevention (MVP) is a mentor led programme that aims to tackle gender based violence. National trainers from IEPS and CLD Youth Work team continue to use their knowledge and experience to support this programme throughout the authority. They have worked collaboratively to deliver training for secondary staff across all secondary provisions. Inverclyde has over 200 young people currently trained in MVP. Furthermore, over 90 pupils have now achieved a Dynamic Youth Award for their role as MVP Mentors. The number of pupils and professional engaged in MVP continues to increase.

Inverclyde's anti-bullying policy was revised and implemented early 2017. The policy embraces the PRPB approaches and also takes into account of national guidance "Respect for All."

## Supporting Children and Young People

The Sports for All/Play for All summer play scheme provided many opportunities during school holidays for children and young people to remain active. Children with additional or complex needs were supported to pursue interests and activities that enabled them to be physically active. However, the availability of sessions was limited and purpose-built resources could have been used more effectively after school and during holiday periods.

Children and young people with additional support needs were supported well to remain in mainstream education full-time or to integrate on a shared timetable between mainstream and special school. The latter was increasingly being facilitated as part of a shared campus in Port Glasgow with Craigmarloch School consulting with parents, young people and staff on aligning the school day for pupils in the Senior Phase with both secondary schools based in the shared campus. There was overwhelming support for this proposal and the revised school day was introduced in January 2018 and now allows significantly more opportunities for access to mainstream curriculum and integration for young people across the campus.

### Autism

Inverclyde Council launched its Autism strategy in 2014 in response to the Scottish Governments national Autism Strategy. Unfortunately the implementation of the Strategy was delayed by a few months due to technical issues around the process for grant applications in the interim there have been several projects underway to support Inverclyde's progress toward Autism friendly status, including:

September 2017	Inaugural one-day conference to support schools in being autism friendly.
October 2017	Funding from the Public Library Improvement Fund administered by the Scottish Library and Information Council to support development of Autism Friendly Libraries.
November 2017	Links developed with Autism Network Scotland, Strathclyde University to provide autism support and training.
December 2017	Inverclyde invited to participate in Sharing Good Practice Pilot by Scottish Government via Autism Network Scotland.
January 2018	Invited to participate in national seminar by Transitions Forum (ARC).
March 2018	Positive Partnership Conference for parents/carers and practitioners at the Beacon Theatre. Now April.

## Autism Network Scotland Inverclyde: Pilot Project

In December 2017 Inverclyde Council were invited by Autism Network Scotland on behalf of the Scottish Government to participate in a national pilot programme along with four other local authorities – Shetland Council, Highland Council, Argyll & Bute Council and North Ayrshire Council. Each local Authority has identified specific areas of practice to develop and share.

These are:

- Inverclyde Transitions in Early Years
- Argyll & Bute Community Youth Interventions
- Shetland Employability
- Highland Youth Justice
- South Ayrshire Anxiety

The outcome of the above projects will inform the remaining four years of the Scottish Strategy for Autism.

## Nurture

Nurture operates at a targeted level in the shape of nurture groups and at the universal level through a whole school approach involving the upscaling the 6 Principles of Nurture across establishments. Current developments in Inverclyde in this area include:

A national research project that is taking place in Whinhill Primary School using the *Applying Nurture as a Whole School Approach* from Education Scotland. This project is rolling out nurture at a universal level and measuring the impact of this on attainment. It is a collaboration between staff at Whinhill Primary School, the primary nurture curriculum modelling officer, Speech and Language Therapy and Inverclyde Educational Psychological Services.

Inverclyde has 12 primary nurture groups and 12 nurture teachers; 8 through the Attainment Challenge and 4 directly funded by the local authority. Since 2016, 115 children have benefitted from this intensive intervention with 46 now fully reintegrated into their main class. Data shows an overwhelmingly positive impact in pupils' development and a decrease in aspects likely to interfere with attainment. Access to Attainment Challenge data allows the continued tracking of their progress in literacy and numeracy.

During session 2017-18 all 8 secondary establishments have commenced work on a universal approach to nurture using the *Applying Nurture as a Whole School Approach*. This has been achieved in conjunction with secondary nurture curriculum modelling officer. They have established implementation teams and are undertaking a needs analyses using challenge questions adapted from How Good is Our School?4. This has been supported through an intensive training and coaching programme from the curriculum modelling officer that ensures sustainability.

From 2016 onwards Inverclyde Educational Psychological Services staff have delivered training to 43 participants to staff from education and partner agencies via the Attainment Challenge. This has led to the facilitation of 25 Seasons for Growth groups in 13 primary schools involving a total of 156 children. The impact of this work has been evaluated on a cross-authority basis and published in the Educational Psychology in Scotland journal in December 2017. Adult groups



continue to be co-facilitated by staff from Inverclyde Educational Psychological Services and Barnardo's.

#### **Outcomes for learners**

**All pupils feel safe and included in our schools and are achieving their potential.**

#### **Next Steps**

**Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy**

**Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.**

**Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.**

**As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools**

# Inverclyde council

## Education Services

### Improvement Plan 2018/19



## Introduction

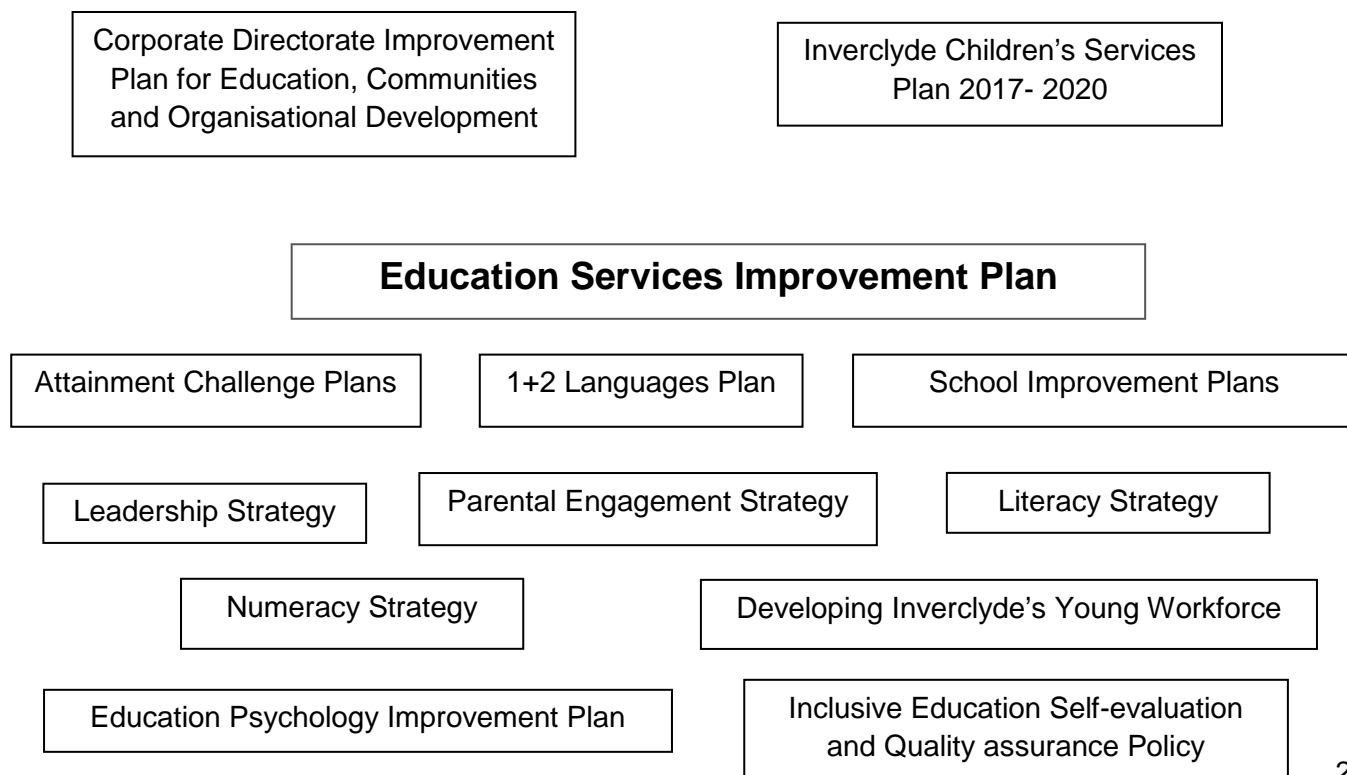
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2018/19. The first part of this process is the Standards and Quality Report for 2017/18. The Standards and Quality Report allows us to report on our successes, the 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.

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 four strategic priorities of the NIF are:-

- 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.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children’s Services Plan 2017/20. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:



## **Inverclyde's Strategic Priorities**

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 ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**
- **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 Attainment and Achievement Group which is a sub-group of the Best Start in Life group. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.

**School/Establishment Leadership**

**The Quality and Impact of Leadership within schools and at all levels**

**Outcomes for learners**

Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.

**The next steps we identified as part of our self-evaluation:**

- Continue to embed and evaluate the leadership strategy.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.
- Implement the findings of the West Partnerships ‘Building Leadership Capacity Workstream’, for the early years sector.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<p><b>Implemented and evaluated the Inverclyde leadership strategy. This includes:</b></p> <ul style="list-style-type: none"> <li>• Identifying clear pathways for leadership.</li> <li>• Continuing to develop a structured programme to support teachers who are actively seeking promotion.</li> <li>• Monitoring and evaluating the impact of the existing programmes.</li> <li>• Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise</li> <li>• Working with all mentors to share good practice and support improvement.</li> </ul>	<p>Head of Education Attainment Challenge lead officers Quality Improvement Officer with responsibility for leadership Link – Quality Improvement Officer</p>
<ul style="list-style-type: none"> <li>• Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Years’ theme.</li> </ul>	<p>Early Years QIO Quality Improvement Team</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge.</li> <li>• Corporate Directorate Improvement plan.</li> <li>• Integrated Children’s Services Plan 2017/20.</li> <li>• Attainment Challenge Workstreams.</li> <li>• Inverclyde’s GIRFEC Pathways Policy and Procedures.</li> <li>• Glasgow City Region Education Improvement Collaborative Improvement plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMle and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> </ul>	

- Number of teachers/early years' practitioners who are on an identified leadership pathway or a recognised certificated leadership course.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school /establishment reviews.

**Success Criteria:**

Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience. The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased.

## Teacher Professionalism

**Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.**

### **Outcomes for learners**

All children and young people benefit from high quality learning experiences.

### **The next steps we identified as part of our self-evaluation**

- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy (LTA). All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff who are experiencing work related stress.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:                             <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and wellbeing/Nurture</li> <li>• The use of ICT to support learning</li> </ul> </li> </ul>	Head of Education  Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Ensured that teacher professional learning impacts upon playroom/classroom practice through the implementation of the revised learning, teaching and assessment policy.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Ensured a consistent and shared understanding of what is meant by high quality learning and teaching across Inverclyde. Ensure a whole authority systematic evaluation of the programmes in literacy, numeracy, health and wellbeing/nurture and leadership to ensure their impact.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Team

<ul style="list-style-type: none"> <li>• Taken forward a work plan through the Local Negotiating Committee for Teachers to better identify and support staff that are experiencing work related stress. This includes monitoring of absences and enhancing awareness of GTCS frameworks.</li> </ul>	<p>Local Negotiating Committee of Teachers</p>
<ul style="list-style-type: none"> <li>• Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	<p>Head of Education</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan 2017/20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	

<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMIe and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> <li>• Number of teachers who are undertaking courses to meet the Standard for Headship.</li> <li>• Number of senior managers in Early Learning and Childcare with BA Childcare Practice.</li> <li>• How staff are undertaking professional development to meet the standards for Leadership and Management.</li> <li>• Local authority school reviews.</li> </ul>
<p><b>Success criteria:</b></p> <p>Almost all of observed lessons should be judged as satisfactory or above. The majority should be good or above.</p> <p>All staff in schools will have a working knowledge of the Inverclyde learning, teaching and assessment policy.</p>



## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families, professionals and wider partnerships work together to support children's learning.**

### Outcomes for learners

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.

### The next steps we identified as part of our self-evaluation

- Continue to take forward the Developing Inverclyde's Young Workforce Programme.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment.
- Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.
- Continue to strengthen joint working with other authorities such as the West Partnership.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Reviewed and updated Inverclyde's Young Workforce plan 2014/21</li> </ul>	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> <li>• Continued to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.</li> </ul>	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Further improved consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.</li> </ul>	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> <li>• Evaluated the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.</li> </ul>	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> <li>• Focused on targeted intervention work with inactive children and young people from SIMD 1 &amp; 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 &amp; 2.</li> </ul>	Team Leader - Active Schools Co-ordinator

<ul style="list-style-type: none"> <li>Continued to strengthen joint working with other authorities through the Glasgow City Region Education Improvement Collaborative.</li> </ul>	<p>Director of Education and appropriate officers</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children’s Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>Inverclyde’s Corporate Parenting Strategy.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>Feedback from Parent Council Representatives meetings and Parent Council meetings.</li> <li>Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicators 2.5 - Family Learning and 2.7 - Partnerships.</li> <li>Quality and impact of family learning events.</li> <li>Questionnaires from inspections and school/establishment reviews.</li> <li>Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.</li> </ul>	
<p><b>Success criteria:</b></p> <p>Aspects highlighted in the survey as needing addressed will show improvement and a more consistent approach across all establishments.</p> <p>Active schools will have a clear picture of the participation levels of SIMD Band 1&amp;2 children and young people, which will allow for improved future planning and the setting of participation targets.</p> <p>School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.</p>	

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

### Outcomes for learners

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 employment.

### Next Steps

- All schools/establishments use moderated assessment information to track and monitor the progress of every child and young person.
- Further develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to deliver on our three year Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.
- Continue to take forward and implement the National Improvement Framework.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Taken forward the Inverclyde moderation and assessment plan.</li> <li>• Used moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.</li> <li>• Used assessment information to track and monitor the progress of every pupil, in all schools.</li> </ul>	Head of Education Quality Improvement Officers <i>with responsibility for moderation and assessment.</i> Quality Assurance Moderation and Support Officers Attainment Advisor
<ul style="list-style-type: none"> <li>• Increased the use of accredited courses offered by schools in partnership with CLD.</li> </ul>	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> <li>• Developed robust systems to track children's progress which are understood by all. This includes training on the BGE toolkit.</li> </ul>	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer

<ul style="list-style-type: none"> <li>Continued to develop literacy and numeracy strategies to raise attainment for all children and young people.</li> </ul>	<p>Head of Education Attainment Challenge Team</p>
<ul style="list-style-type: none"> <li>Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.</li> </ul>	<p>Head of Education School Leadership Teams</p>
<ul style="list-style-type: none"> <li>Continued to deliver on our Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.</li> </ul>	<p>DIYW Development Officer</p>
<ul style="list-style-type: none"> <li>Established baseline data of progress through the Glasgow City Region Education Improvement Collaborative Improvement theme.</li> </ul>	<p>Head of Education</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children's Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>Glasgow City Region Education Improvement Collaborative Improvement.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.</li> <li>Data from surveys on health and wellbeing including feedback from nurturing programmes.</li> <li>Senior phase qualifications and awards data.</li> <li>Youth Participation Measure.</li> <li>Wider achievement awards.</li> <li>Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.</li> <li>Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.</li> </ul>	
<p><b>Success criteria:</b></p> <p>All schools and early years establishments are able to clearly articulate the attainment profile of their school and identify the improvements they will make to raise attainment for all and further reduce the attainment gap.</p> <p>Each success criteria for this driver will have two components. How we will raise the bar for all learners and how we will close the attainment gap linked to deprivation. Whilst all of our targets are ambitious, the targets for pupils in lower SIMD are even more ambitious than the overall targets:</p> <p>Teacher judgements in the BGE in literacy and numeracy will have reduced the poverty related attainment gap by a further 5%. This will be measured using standardised test data.</p> <p>In the senior phase we have selected key areas where we would like to see further improvement. These are:</p> <p>To be 2% above the national average for all pupils achieving National 5 Literacy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 7% above the national average.</p>	

To be 1% above the national average for all pupils achieving National 5 Numeracy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 9% above the national average.

For pupils in S4 achieving 5 National 5s we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1% above the national average.

For pupils in S5 achieving 3 Highers we aim to be 2.5% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 2.5% above the national average.

For pupils in S5 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1.5% above the national average.

For pupils in S6 achieving 1 Higher we aim to be 1% above the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 3 Highers we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be equivalent to the national average.

For pupils in S6 achieving at least 1 Advanced higher we aim to be 0.5% below the national average.

**School Establishment Improvement**

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

**Outcomes for learners**

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background

**Next Steps**

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Improve the effectiveness and consistent use of authority wide data set in all schools in Inverclyde. This data set is linked to SIMD levels to highlight any gaps linked to deprivation.
- Schools are better able to use data to inform improvement through self-evaluation.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Worked alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework.</li> </ul>	Head of Education Quality Improvement Team
<ul style="list-style-type: none"> <li>• Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Data Team
<ul style="list-style-type: none"> <li>• Reviewed the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This includes taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.</li> </ul>	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> <li>• Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	

**Evidence we gather:**

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

**Success criteria:**

All establishments will have gathered evidence showing impact of improvements in self-evaluation, learning and teaching and leadership. This will have been discussed in authority evaluation visits.

An action plan for health and wellbeing will be in place, assisting schools to better deliver health education programmes.

## The Development of our Curriculum

### Outcomes for learners

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

### Next Steps

- Ensure that all schools/establishments are able to articulate the rationale for their curriculum, including how they show progress for all learners in both the Broad General Education and the Senior Phase.
- Continue to develop the senior phase through enhanced pupil choice.
- Continue to take forward the 1+2 languages initiative.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Ensured that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.</li> </ul>	Head of Education – Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Continued to develop the senior phase through enhanced pupil choice and monitoring of progress.</li> </ul>	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> <li>• Continued to take forward our 1+2 languages initiative in relation to the development of a third language.</li> </ul>	Quality Improvement Manager 1+2 Project Lead
<ul style="list-style-type: none"> <li>• Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	
<b>Evidence we gather:</b> <ul style="list-style-type: none"> <li>• Inspection and validated self-evaluation evidence.</li> <li>• Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Improvement and Quality Indicator 3.3 - Creativity and Employability.</li> <li>• Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning.</li> <li>• Learning pathways offered to our children and young people.</li> <li>• Evidence of skills for learning, life and work.</li> <li>• Evaluation of Developing Inverclyde’s Young Workforce.</li> </ul>	



**Success criteria:**

All schools and early years establishments will be able to articulate the rationale for the curriculum they offer.

All schools are working towards implementation of a third language.

To reach a target of 95% for positive and sustained destination results for each school in line with the national Raising Attainment for All strategy.

## Ensuring Wellbeing, Equality and Inclusion

### Outcomes for learners

All of our children and young people feel safe and included in our establishments and are achieving their potential.

### Next Steps

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Consulted with schools, head teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.</li> </ul>	Head of Inclusive Education
<ul style="list-style-type: none"> <li>• Continued to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.</li> <li>• Continued to work with schools and partners to evaluate and implement the attendance policy.</li> </ul>	Head of Inclusive Education Attainment Challenge Data Team Establishment link - Quality Improvement Officer
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school.</li> </ul>	Head of Inclusive Education More Choices More Chances Team
<ul style="list-style-type: none"> <li>• As part of Inverclyde's Autism Strategy – Developed towards Autism Friendly Schools.</li> </ul>	Head of Inclusive Education
<ul style="list-style-type: none"> <li>• Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<p><b>How does this link to other plans?</b></p> <p>Integrated Children's Services Plan 2017/20. Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIFEC Pathways Policy and Procedures.</p>	

Community Empowerment Implementation Strategy  
Glasgow City Region Improvement Collaborative Improvement Plan.

**Evidence we gather:**

Monitoring of recommendations of ASN forum.  
Evaluation of fulfilment of statutory duties.  
Moderation of Well-being Assessments, Children’s Plans and establishment Education Action Plans for Looked After Children.  
Review and evaluation of feedback and data from implementation of ASN Locality Forums.  
Data for LAC and ASN including:

- Levels of attendance and number of exclusions.
- The percentage achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.
- Data from surveys on health and wellbeing.
- Feedback from nurturing programmes.
- Senior phase qualifications and awards.
- School leaver destinations.
- Wider achievement awards.

Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement.  
Collation, review and analysis of Critical Incident returns.

**Success criteria:**

To meet or exceed the national average for attendance for all pupils in Inverclyde.

To significantly reduce the gap between LAC at home pupils and the national average for attendance.

To maintain performance in all measures of attainment for pupils with ASN to be either equal to or above the national average.