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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/56/19/RB</b>
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<b>Subject:</b>	<b>Education Services Standards and Quality Report March 2018 - March 2019 and Improvement Plan 2019-20</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 2018-19 and the Education Services Improvement Plan for session 2019-20.

## **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.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2018 to March 2019 and Improvement Plan 2019-20 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 2018 to March 2019. 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. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This is attached as Appendix 1.
- 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 2018 - 19 and the Improvement Plan 2019 - 20.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 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. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 imposed 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 commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.

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:

- An Education Scotland inspection of how well the authority is raising attainment and reducing the poverty related attainment gap found that Inverclyde was making very good progress with areas of sector leading practice.
- An Education Scotland CLD inspection found that CLD services had strong partnership working and leadership.
- The overall trends in Inverclyde remain very positive and continue to improve for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in almost 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.
- 1 in 4 pupils in Inverclyde participate in the Duke of Edinburgh Awards scheme, one of the highest uptakes in the UK.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy. This year, because of our self-evaluation in this area, we will also undertake further work to ensure that highly effective inclusive practice is taken forward through locality forums and joined up work on the GIRFEC pathways.

- 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 2019.  
Appendix 2 Education Services Standards and Quality Report. – March 2018 – March 2019.  
Appendix 3 Education Services Improvement Plan – 2019/20.

# Key messages from Standards and Quality Report

March 2019



### Key Strengths

Leadership continues to be very strong across Inverclyde at both authority and establishment level. The influential leadership at all levels was highly praised by Education Scotland in May 2018.

The development of Leadership pathways means that there are increasing 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

- **Develop clarity and purpose of an empowered system in line with national advice.**
- **Implement the West Partnership toolkit on empowerment.**
- **Develop local guidance on empowerment.**
- **Continue to work with the West Partnership, Leadership and Succession Planning workstream, to share practice and ensure a consistent approach to succession planning.**
- **Monitor and evaluate the impact of existing leadership programmes.**
- **Further develop a culture of Leadership Coaching at all levels to improve outcomes for learners.**

## 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 continued 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 now embedded to ensure a more consistent approach to learning, teaching and assessment.

Inverclyde practitioners are fully involved in West Partnership events and learning opportunities.

### 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 Career Long Professional Learning impacts on playroom / classroom practice.
- Embed the learning, teaching and assessment policy and develop a consistent and shared understanding of high quality learning and teaching.
- Evaluate Authority programmes in literacy, numeracy, health and wellbeing and nurture.

## 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 sector leading in the recent Education Scotland Inspection.

The new Inverclyde Education Services Parental Engagement Strategy 2018/19 was launched in May 2018, strongly reflecting parental and partner views gathered as part of our consultation process.

In June 2018, King's Oak Primary School was successful in winning the Family and Community Learning category at the Scottish Education Awards. Kilmacolm Primary School was also successful in winning the Raising Attainment in Literacy Award, for their programme encouraging reading both in school and at home with the family.

### Next Steps

- Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.
- Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment
- Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
- Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.



## 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. There is a strong and improving trend in almost all measures in the senior phase and the Broad General Education.

The Attainment Challenge continues to show 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.

### Next Steps

- Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.
- Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment
- Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
- Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.

## School/Establishment Improvement

### Key Strengths

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. The quality assurance framework for schools has been reviewed to ensure that Education Services continues to provide support and challenge to all schools and centres.

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 and continue to evaluate the impact of interventions.

There is a continually increasing focus on data at school and authority level and this data is now being used to best secure improvements for learners. Schools and establishments have clear plans in place which are now informed by comprehensive data packages 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.

### 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.

## The Development of our Curriculum

### Key Strengths

Schools are increasingly defining their curriculum to meet the needs of their local context. Schools in Inverclyde are empowered to develop and lead their own curriculum.

The literacy and numeracy pathways are supporting schools to increase the pace of the curriculum but still ensure breadth and depth.

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. More pupils are registered for My World of Work.

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

### Next Steps

- Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.
- Continue to develop the senior phase through enhanced pupil choice and monitoring of progress. Define the Inverclyde 'offer' for senior pupils.
- All establishments to continue to develop pathways for all learners.
- Work with all stakeholders to increase positive and sustained destinations to 95%.

### 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

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
- Increase the number of LAC pupils entering a positive and sustained destinations.
- Embed actions from the additional support review.
- Continue to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.

# Inverclyde council

## Education Services

### Standards and Quality Report

April 2018 – March 2019



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## Foreword

Welcome to our Standards and Quality Report for the period April 2018 – March 2019.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. 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 22 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 2018/19 there was 5343 primary school pupils and 4305 secondary school pupils. There are also 177 pupils in ASN schools and 1318 children in Early Years settings.

### Wellbeing Outcomes

We have a number of wellbeing outcomes (SHANARRI) that we wish to achieve for our children and young people. 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 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 programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 class 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 2018/19, 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. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report.

## Key Achievements as of March 2019

### A few highlights:

- Kilmacollm Primary School won the Education Scotland “Raising Attainment in Literacy” award. #KPSLovesReading project encourages child and parental engagement.
- King’s Oak Primary School won the Education Scotland “Family and Community Learning Award”.
- Aileymill Nursery Class, Larkfield Children’s Centre and Wellpark Children’s Centre have developed sector leading intergenerational work across a range of settings.
- The 1140 Hours Implementation team won the Team of the Year category at the Pride of Inverclyde awards.
- Sector leading report from Education Scotland’s inspection of Inverclyde Attainment Challenge. The report noted the strong driver for change and recognised Inverclyde Council had implemented a range of sector leading approaches.
- The work of the attainment challenge project continues to be recognised and valued nationally.
- Over the year 2018/19, Community Learning and Development learners achieved 435 SQA awards, an increase from 262 the previous year. This included over 90 awards from the CLD PEF Workers at Inverclyde Academy and Kings Oak Primary School as well as 35 from the Primary Attainment Team.
- The Clyde Conversation Steering group consisting of 12 secondary school pupils continued to work together and planned, prepared and delivered the Clyde Conversations 3(b) event to over 80 secondary school pupils in November 2018.
- 2018 saw a 72% increase in the number of young people completing their Gold Duke of Edinburgh’s Award, contributing to an excellent year with 219 young people completing their award across all levels. Inverclyde remains the 4<sup>th</sup> best performing authority in the country.
- The appointment of CLD Workers in two of our Secondary Schools and two Primary Schools utilising the Pupil Equity Funding to support the raising attainment and improving the health and wellbeing agenda in schools.
- Moorfoot Primary School was the first school in Inverclyde to be presented with the Scottish Schools Digital Award.
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champions.
- Inverclyde Academy Young Enterprise won the Renfrewshire area finals - winners of best business report with additional awards for the best digital presence and best display stand.
- Inverclyde schools presented at a world conference on Visible Learning.
- The good practice established in Inverclyde schools was shared with colleagues at the ADES National conference.
- Presentations at Scottish Learning Festival and West Partnership events.
- Staff from Aileymill Primary School presented to other local authorities on the awareness of Mental Health in schools.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Senior school students attended Inverclyde Modern Apprenticeship Job Fair at Greenock Town Hall.
- Inverclyde schools participated in activities to celebrate and commemorate the 100 anniversary of WWI.

- Young Enterprise Scotland – Inverclyde secondary schools continue to participate in the entrepreneurial company programme. Inverclyde Academy and Clydeview Academy successfully won 5 awards at the Regional Finals.
- Greenpower Electric Car Project – Inverclyde Academy have continued to build on the previous year’s success with this “build an electric race car project” by becoming Scottish Champions. The team will represent Scotland at the International Final at the world famous Silverstone racetrack.
- The Recruit – 7 Young people landed jobs via the programme and raised £9k for charity.
- Incredible Innovations – Sponsored by Morrison Construction in partnership with DYW West Notre Dame High School won the regional construction challenge and won £1000 for the school.
- Concert Band and Wind Orchestra achieved Gold and Gold Plus awards at Regional and National Events. Inverclyde are the only local authority in Scotland who has qualified for the finals since the festival started 10 years ago.
- Sports Careers – 50 students showing an interest in sports related careers attended a bespoke event in Renfrewshire to talk with Sports Companies and Industry professionals.
- 5 primary schools achieved gold national school sports awards and 6 achieved silver.

## School/Establishment Leadership

### External Inspection Evidence from 18/19

#### Education Scotland Scottish Attainment Challenge Inspection

Inverclyde Council was inspected during May 2018. The theme for this inspection was “How well is Inverclyde Council improving learning, raising attainment and closing the poverty-related attainment gap?” The Inspection team identified that through a range of well-chosen and targeted interventions, reflecting sector leading practice, Inverclyde Council is making very good progress in improving learning, raising attainment and narrowing the poverty-related attainment gap.

The following strengths and areas for development were identified in the report:

#### Strengths

- The very strong vision and shared values which are ‘lived by all’ across the authority.
- The influential leadership at all levels, from the Chief Executive, head of education through the central teams, and heads of establishments empowering staff to play their part in improving the life chances of children, young people and their families.
- Sector-leading evidence-based professional learning resulting in a culture of strong reflective and confident practitioners.
- Staff and partners working very effectively together to provide sensitive and well-judged support for children and young people, which is improving literacy, numeracy and health and wellbeing outcomes.
- Robust self-evaluation, supported by strong strategic governance, at the heart of Inverclyde Council’s practice.

#### Aspects for development

- Continue to secure high-level outcomes for all children and young people.
- Strengthen exit and continuation strategies for Scottish Attainment Challenge initiatives.

## Education Scotland Community Learning and Development Inspection

Community Learning and Development (CLD) and Partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019. The inspection team used the “*How Good is the Learning & Development in Our Community*” framework to assess the following indicators:

Improvements in Performance	<b>Good</b>
Impact on the Local Community	<b>Good</b>
Delivering the Learning Offer with Learners	<b>Very good</b>
Leadership & Direction	<b>Very good</b>

The following strengths and areas for development were identified in the report:

### Strengths

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- Strong partnership working in relation to the Attainment Challenge.
- Community Planning partners’ understanding of the essential role of CLD.
- Strong culture of mutual support amongst organisations and groups.
- Strong and effective leadership for CLD.
- Evolving youth voice.

### Aspects for development

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- Implement locality planning.
- Improve joint self-evaluation across strategic partners in CLD.
- Implement the CLD plan with focus on outcomes.

## Education Scotland School Inspections 2018/19

### School Inspections

During the academic session 2018/2019 Education Scotland published inspection reports on four educational establishments in Inverclyde.

	Date of Report	1.3 Leadership of Change	2.3 Learning, teaching and Assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Attainment and Achievement
<b>Gourock Primary School</b>	September 2018	Excellent	Very Good	Excellent	Very Good
<b>All Saints' Primary School</b>	March 2019	Satisfactory	Good	Satisfactory	Satisfactory
<b>Port Glasgow High School</b>	February 2019	Very Good	Good	Good	Good
<b>Lomond View Academy</b>	March 2019	Not Assessed	Satisfactory	Not Assessed	Satisfactory
<b>Moorfoot Primary School</b>	April 2019	Not Assessed	Good	Not Assessed	Good

### Thematic Inspections

In addition, three National Thematic Inspections took place across the authority in early 2019:

- St Joseph's Primary School was involved in an inspection of Empowerment for Curriculum Leadership.
- Clydevie Academy was involved in an inspection of Numeracy and Mathematics.
- Notre Dame High School was involved in an inspection of Empowerment for Parent and Pupil Participation.

## Care Inspectorate Early Years Inspections 2018 /19

From April 2018 until March 2019 the Care Inspectorate visited seven early years' establishments.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
<b>Aileymill Nursery Class</b>	April 2018	Very Good	Very Good	Not Assessed	Not Assessed
<b>Bluebird Family Centre</b>	October 2018	Very Good	Good	Very Good	Good
<b>King's Oak Nursery Class</b>	November 2018	Good	Not Assessed	Good	Not Assessed
<b>Kilmacolm Nursery Class</b>	October 2018	Very Good	Not Assessed	Not Assessed	Very Good
<b>Moorfoot Nursery Class</b>	August 2018	Good	Not Assessed	Not Assessed	Good
<b>Rainbow Family Centre</b>	*March 2018	Very Good	Very Good	Not Assessed	Not Assessed
<b>Wellpark Children's Centre</b>	October 2018	Very Good	Not Assessed	Not Assessed	Very Good

\*Inspection was in previous year; however report was not published until April 2018

## **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 have:**

#### **Implemented and evaluated the Inverclyde Leadership Strategy. This includes:**

- Identifying clear pathways for leadership.
- Continuing to develop a structured programme to support teachers who are actively seeking promotion.
- Monitoring and evaluating the impact of the existing programmes.
- Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise
- Working with all mentors to share good practice and support improvement.
- Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Years' theme.

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

#### **Identifying clear pathways for leadership**

All establishments are now familiar with the Leadership Pathways and Leadership Framework which are becoming an integral focus for discussion during Professional Review and Development meetings. 36 teachers have registered for Pathway 1, 41 experienced teachers / PTs registered for Pathway 2 and 20 experienced PTs / DHTs registered for Pathway 3.

A highly successful Leadership Festival in September, attended by over 100 teachers, further raised the profile of leadership within Inverclyde. Feedback was most positive with requests for more leadership workshops in the future.



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 8. There are 8 teachers working towards a qualification in Teacher Leadership and 6 teachers are piloting a new SCEL programme linking to DIYW.

**Continuing to develop a structured programme to support teachers who are actively seeking promotion.**

The 'Uplifting Leadership' course ran again this session, with over 30 staff from early years, primary and secondary attending 6 twilight sessions. A new leadership programme, 'Taking a School Forward: A Practical Guide' also ran as 4 twilights. Evaluations were very positive however constructive feedback has led to changes in this year's course.

**Monitoring and evaluating the impact of the existing programmes.**

As a result of feedback from our first delivery of 'Taking a School Forward: A Practical Guide' we have started to roll our Leadership Coaching training to NQT mentors and staff with some experience of coaching with a view to them becoming trainers in the future. This has been very positively received with all teachers reporting that they have grown in confidence through the training.

A full evaluation of the NQT programme, involving Head Teachers, mentors and NQTs was carried out last year. As a result of this, several changes have been made to the programme including the re-introduction of Learning Communities, increased sector working and plans to introduce a Celebration of Learning in partnership with Psychological Services.

**Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise**

A wide variety of opportunities for both non-promoted and promoted staff have been made available to teachers who have registered for the Leadership Pathways. These include:

- Presenting at the Uplifting Inverclyde Leadership Festival
- Supporting NQT Learning Communities
- Leading Pathway networks
- Delivering NQT training
- Cost of the School Day Champions
- Voluntary mentoring
- Carrying out Collaborative Action Research
- Piloting of SCEL / DIYW programme

These opportunities are being tracked at authority level to ensure all have equal opportunities.

Two Depute Head Teachers are currently taking part in the Into Headship programme, 4 Head Teachers are completing the In Headship programme and 9 are taking part in Excellence in Headship modules. 2 Head Teachers are taking part in the SCEL Leadership of Early Learning programme.

**Working with all mentors to share good practice and support improvement.**

An NQT mentor network has been established to support practice when working with NQTs, upskill mentors in Leadership Coaching to develop NQT skills and to share good practice. Raising the profile of the role of the mentor has been very well received.

**Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Year's theme.**

This workstream did not go ahead as the decision was taken to include Early Years within the wider West Partnership workstreams.

**Evaluation of Leadership in Inverclyde Education Services**

At authority level, there have been a number of changes in 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 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.

Working in partnership with the West Partnership and Education Scotland we have also developed and piloted joint capacity peer review models with East Renfrewshire and Renfrewshire Councils. This has resulted in upskilling Senior Leaders' knowledge and skills in the quality assurance process and in the validation of school self-evaluation grades.

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 year's sector heads 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 depute network meetings.
- Early Years teachers network meetings.
- Primary and Secondary DHT network meetings.
- SQA Coordinators network meetings.

- NQT mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Secondary PT Guidance meetings.
- Primary PT meetings.
- Leadership Pathway 1, 2 and 3 meetings.
- Health and Wellbeing Coordinator meetings.
- Health and Wellbeing Coach meetings.

The quality of leadership in Inverclyde remains strong, with 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.

A number of Head Teachers also support the Leadership Pathway networks and delivery of the NQT programme.

## **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**

**Develop clarity and purpose of an empowered system in line with national advice.**

**Implement the West Partnership toolkit on empowerment.**

**Develop local guidance on empowerment.**

**Continue to work with the West Partnership, Leadership and Succession Planning workstream, to share practice and ensure a consistent approach to succession planning.**

**Monitor and evaluate the impact of existing leadership programmes.**

**Further develop a culture of Leadership Coaching at all levels to improve outcomes for learners.**

## 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:

- 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 that are experiencing work related stress.

### Here's how we got on:

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

The authority has established an excellent culture of collaborative professional learning as demonstrated through effective implementation groups and professional learning. As recognised by Education Scotland, there is an impressive and well-structured approach for all staff through a wide range of learning opportunities resulting in a deeper understanding of evidence based approaches to raising attainment.

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 increasingly seen in classroom practice.

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

- Sessions on improving teacher skills in teaching and assessing maths and numeracy. This has included increasing skills and confidence in delivering Stages of Early Arithmetic Learning, Talking about Number, use of concrete-Pictorial-abstract approaches and Learning through Books.
- Progression Pathways for Literacy and Numeracy are now in use in classrooms allowing for better transitions between classes and from school to school to ensure a shared understanding of progress. The Numeracy and Mathematics Pathways Early level through to second level have been evaluated and improved. Third level numeracy and Mathematics Pathway has now been produced and is in educational establishments.
- 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.
- 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. The Word Aware programme is being implemented in one establishment to improve children's vocabulary and language in the early years.
- 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. Secondary establishments are now engaging with Visible Learning approaches.
- 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.
- There has been an increased focus on training opportunities for support staff across all establishments, resulting in a greater understanding of supporting the needs of pupils in literacy, numeracy and health and wellbeing.

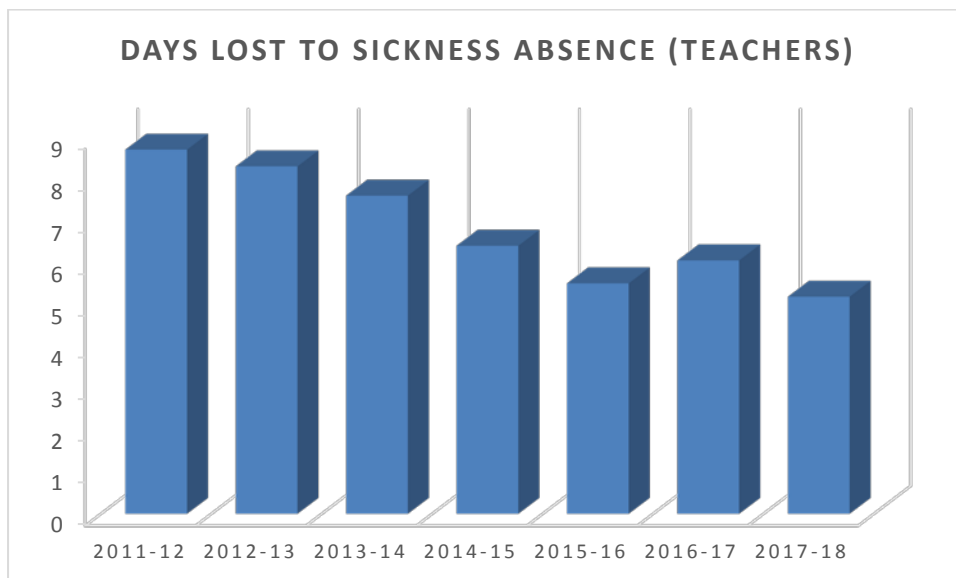
**Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised LTA. All observed lessons should be satisfactory or above with the majority being judged as good or above.**

- The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing. This has been distributed to all teaching staff and is a key component in developing pedagogy within establishments.
- Through our school reviews this session, all observed lesson were judged to be satisfactory or above with the majority being good or above. It was identified, however, that there is still a need to improve consistency in the quality of learning and teaching within our establishments.
- We continue to work with our colleagues within the West Partnership to develop a shared understanding of standards and expectations.

**Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress and monitoring the sickness absence of teachers**

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. The work related stress questionnaire for teachers is now well used and has helped to identify early and effective interventions for those who experiencing work related stress. The LNCT committee continually review and monitor the authority’s Dignity and Respect Policy. This is maintained as a standing item on the LNCT agenda. Through ongoing communication and regular monitoring of workload issues, the LNCT for Inverclyde supports teaching staff to perform their best.

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 2016/17 after falling for the fourth previous years in 2015/16. In session 2017/18 the rate decreased again. This compares favourably to other parts of the Council.



**Evaluation of Teacher Professionalism in Inverclyde**

**Newly qualified teachers**

Our NQT programme remains a key strength in Inverclyde. All NQTs in 2017/18 met the Standard for Full Registration in June 2018 and are now registered to teach in our schools. Our revised programme has been very well received, with more sector specific sessions to ensure best use of time.

## **Career long professional learning opportunities**

We continue to use 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.

## **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 Career Long Professional Learning impacts on playroom / classroom practice.**

**Embed the learning, teaching and assessment policy and develop a consistent and shared understanding of high quality learning and teaching.**

**Evaluate Authority programmes in literacy, numeracy, health and well being and nurture.**



## 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:**

- Review and update Inverclyde's Young Workforce plan 2014/21.
- 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.
- Evaluate the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.
- Focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.

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

**Review and update Inverclyde's Young Workforce plan 2014/21**

- A full review of the Young Workforce plan has been undertaken and a new 2019/21 plan is now in place.
- Partnership working is key to the successful delivery of the Developing Inverclyde's Young Workforce agenda. DYW West continues to work in partnership with other agencies to increase the level of support from business organisations supporting Inverclyde Schools.
- The number of employer led activities in schools continues to increase.



**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.**

The new Inverclyde Education Services Parental Engagement Strategy 2018/19 was launched in May 2018, strongly reflecting parental and partner views gathered as part of our consultation process. Four main areas of future focus were identified in this strategy including, parental partnerships, communication with parents, Learning at Home and Family Learning.

This strategy places the council in a strong position to respond to the recently published Scottish Government action plan, 'Learning Together: A national action plan on parental involvement, engagement, family learning and learning at home 2018/21'. Inverclyde Council currently chairs the West Partnership, Regional Improvement workstream on Families and Communities, which will continue to identify, share and develop best practices in addressing inequity through family learning community capacity building and parental engagement. Inverclyde has encouraged the involvement of parent representatives within this regional working group.

In June 2018, King's Oak Primary School was successful in winning the Family and Community Learning category at the Scottish Education Awards. Kilmacolm Primary School was also successful in winning the Raising Attainment in Literacy Award, for their programme encouraging reading both in school and at home with the family.

Our individual school Standards and Quality reports demonstrate a strong collective commitment to widening the participation of parents in the life of the school and in helping them to understand and support their child's learning. Schools continue to consult parents in the priorities for the use of Pupil Equity funding, resulting in an increased number of schools setting up parental learning hubs, family support rooms and a wider programme of family learning activities. Many of these activities are highlighted in our Key Achievements area of this report.

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.

**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**

Schools continue to consult with parents on a number of aspects of their operations and improvement priorities. Schools continue to involve their parent council and wider parent forum in shaping school improvement priorities and in seeking support to promote wider parental engagement.

Inverclyde now has parental representation on the following regional and National groups:

- Education Committee: 1 representative
- National Parent Forum of Scotland: 1 representative
- West Partnership, Families and Communities working group: 1 representative,

This ensures that parental opinion helps to reflect and shape both Council, regional and national opinion and policies.

The authority continues to meet with representatives of the Parent Councils four times a session. Areas for discussion this session have included, PEF allocations, progress of the Attainment Challenge, the development of school websites, ASN and autism support groups, the I58 Project providing support for families in need of help, GDPR and the impact on Parent Councils, Parent Network Scotland support, SNSA operation in Inverclyde and the work of the West Partnership.

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

Twenty schools and Early Years establishments have been creating new websites, eleven of which are already published and being used by the parents. The feedback from parents and school staff has been very positive. All sites have specific areas where aspects of parental engagement can be highlighted.

### **Evaluate the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.**

The SEEMIS Progress and Achievement Application introduced in November 2019 has been used by all of our schools to track literacy and numeracy across the CfE levels of the broad general education. This new application also has allowed schools to create their own templates and to look at the timing and frequency of the reports they send out to parents. Two schools have been piloting the use of this new reporting tool.

As part of the move towards the wider use of this new reporting system, individual schools have been consulting widely with parents about the format of the reports. The focus of our annual authority consultation with parents this session will be on reporting to parents. This questionnaire will be sent out to parents in May 2019 and the results will be used to help shape the format of reports for the future.

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

Inverclyde Education Services are taking a lead role within the West Partnership Regional collaborative, chairing the 'Families and Communities' workstream to develop strong practices around family learning and home learning. This also continues to be a focus for our Attainment Challenge with a number of family learning opportunities running during the school holiday periods and a greater number of after school activities operating within our schools. The numbers of families involved in these holiday activities continues to grow.

The partnership with Barnardo’s, Community Learning and Development, Speech and Language Therapy, Inverclyde Library Services continues to strengthen the involvement and participation of parents in their children’s learning. A greater number of parents now work on a voluntary basis within schools and Early Learning Centres, assisting with family learning activities and are more actively involved in literacy and numeracy learning programmes.

The authority continue 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.

Partnership working is key to the successful delivery of the DIYW agenda. DYW West continues to work in partnership with other agencies to increase the level of support from business organisations supporting Inverclyde Schools. The number of employer led activities in schools continues to increase.

**Partnerships and communication with parents**

In session 2018/19 the authority continued 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’. 20 members of staff attended a new course from the charity Connect\_Scot, focussing upon ‘Evaluation - Assessing the Impact of Family Engagement’. A further 3 members of staff participated in a ‘Family Engagement for School Improvement’ course. 15 members of staff from across the wider Education partnership also participated in the West Partnership/Education Scotland Parental Engagement discussion day.

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 link 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.

### **Focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.**

Annual performance statistics are very positive, with key increases in four areas:

- Participant sessions increased by 53%
- Activity sessions up by 36%
- Distinct participants increased by 22%
- Distinct deliverers increased by 30%

Annual performance measures well against the national average. Inverclyde is punching above its weight exceeding the national average in four areas.

- 15% higher than the national average for the number of primary pupils taking part in our sessions.
- 5% higher than the national average for girls participating in our sessions.
- 4% higher than the national average for the number of sessions delivered by volunteers.
- 2% higher than the national average for the number of primary and secondary pupils taking part in our sessions.

Primary schools with the highest level of children in SIMD 1 and 2 are engaging well with the Active Schools programme, with seven of the top ten schools for pupil participation being attainment challenge schools.

Feedback from senior management within schools is positive. They value the partnership with Active Schools and are seeing the impact across their Health & Wellbeing curriculum, not just in extra-curricular areas.

Sport for Change programmes are seeing success in engaging non participants, improving confidence, self-esteem, determination, resilience and motivation. Transfer of these skills to the classroom setting has been achieved which is also targeting better performances in numeracy and literacy.

## **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**

**Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.**

**Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment**

**Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.**

**Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 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:**

- Take forward Inverclyde's Moderation and Assessment plan.
- Use moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.
- Use assessment information to track and monitor the progress of every pupil, in all schools.
- Increase the use of accredited courses offered by schools in partnership with CLD.
- Develop robust systems to track children's progress which are understood by all. This includes training on the BGE toolkit.

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

**Take forward the Inverclyde Moderation and Assessment plan. Use moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.**

The Inverclyde Moderation Plan has been taken forward. Schools are allocating time for moderation within improvement plans. Each cluster has a moderation plan which focuses on aspects of literacy and numeracy and activities are undertaken to share standards and give staff confidence in their professional judgments about the levels pupils are achieving. Clusters are providing two opportunities throughout the school year to moderate. Authority moderation of reading and numeracy has gone through its first cycle of events.

For the third year, moderation of standards for achievement of a level events (reading and numeracy early through to fourth level) have taken place with neighbouring authorities. This joint working provides reassurance that we are making progress with the strengthening of teachers' understanding of standards.

Our team of Quality Assurance and Moderation Support Officers (QAMSOS) continues to grow, extending into listening and talking. QAMSOs attend every national quality assurance and moderation event for their level and, or area, collect a range of evidence from schools to demonstrate high quality holistic questions, standards and achievement of a level, share key learning and messages and share evidence and comment on it. Teams of QAMSOs and those involved in inter-authority moderation are delivering 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. The training is evaluated and improved after each session. This is further increasing staff confidence in judgements around pupil progress.

### **Use assessment information to track and monitor the progress of every pupil, in all schools**

Teacher judgements for pupil progress in literacy and numeracy in the BGE continued to be collated at authority level. The Scottish Government published this data and the results were published on Parentzone on a school by school basis. Work continued with Head Teachers and schools to ensure that systems and processes are in place.

Reliability around data has grown and further opportunities for moderation of teacher judgements have taken place.

Progression Pathways for numeracy and mathematics and literacy and english are accessible to practitioners. They are supporting staff in planning and tracking progressive learning experiences for young people and will assist teachers in having a shared understanding of progress within a level. Professional learning around the creation of the pathways has been offered and delivered to teaching staff.

Numeracy and Mathematics Pathways have been evaluated by teaching staff and edited.

All establishments continue to participate in training to support the implementation and ongoing use of Scottish National Standardised Assessments. There are now five training sessions which practitioners are attending. A range of assessment information is used to inform teachers' professional judgements on a learner's progress through Curriculum for Excellence levels. The consistent use of a tracking system for all schools continues to be effectively supported by our data officer, with updated information being supplied to schools at agreed stages of the academic session.

Training has been delivered on the National Standardised Assessment tool and the Broad General Education toolkit.



**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.**

Inverclyde are making good progress in raising attainment in numeracy and mathematics. In primary one to seven attainment has increased between 2015/16 and 2018/19. Primary four attainment saw the greatest increase of 19.7% in that period. Secondary schools saw a rise in attainment in both the broad general education and in the senior phase across the last two years. Pupils achieving fourth level in third year saw the greatest increase of 13% over the two years. At first level, third level and across the senior phase the poverty related attainment gap has reduced slightly over the two year period.

80% of primary pupils (P1, P4 and P7 combined) in session 2017/18 achieved their appropriate Curriculum for Excellence levels in numeracy.

85.6% of S3 pupils achieved third level or better in numeracy in session 2017/18, an increase on the previous session.

**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.**

Inverclyde are making very good progress in raising attainment in literacy. At early, first and second level attainment has increased in all areas of literacy between 15/16 & 17/18. Attainment at first level has saw the greatest rises, with increases in reading 14% writing 19% and talking and listening 17%. In the board general education secondary pupils' achieving level 3 or greater increased year on year in reading, writing and talking and listening over same period. At the senior phase the pupils attaining SCQF qualifications at all levels increased over the same two year period. Pupils attaining level 6 qualifications saw the greatest increase of 8.15%.

73.5 % of primary pupils (P1, P4 and P7 combined) achieved the appropriate levels or better in literacy. The figure for S3 pupils achieving third level or better is 90.5%.

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

- To increase the percentage of pupils achieving National 5 English or above by the end of S6 from the current 60%.
- To increase the percentage of pupils achieving National 5 Maths or above by the end of S6 from the current 40%.

The table below demonstrates that we are making very good progress in this measure:

<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%
2018	86%	59%

**Develop robust systems to track children’s progress which are understood by all. This includes training on the BGE toolkit.**

Training in the use of the BGE toolkit has been delivered.

Education Officers and Attainment Challenge personnel have engaged with schools to ensure that there is a clear understanding of what the attainment data is telling them. Primary and Secondary Head Teachers have been involved in analysing their annual data report and have led discussions with the Head of Education and their link Education Officer. Our robust tracking system is in place and has been shared on the National Improvement Hub.

Following a period of consultation with schools, in September 2018, all Inverclyde Primary schools started to use the new SEEMIS Progress and Achievement BGE tracking application, to track the four key measures within Literacy and Numeracy. The new system has been well received by staff and a number of schools have started to move forward with discussions around the tracking of other CfE curriculum organisers, aspects of wider achievement and wellbeing. It is envisaged this will be a staged introduction over the course of next session.

A small number of schools have also started to create their own report templates in line with their new tracking ability. This aspect will be piloted in a small number of schools by the end of this session and will be extended further in Session 2019/20. Consultation with parents has been a central feature of this development.

Two secondary schools are currently developing a more fulsome tracking system for BGE as part of pilot work that has been taking place. This has involved curricular departments/faculties considering more broadly the organisers they wish to track.

For the first time, this BGE tracking system will be used by all schools to provide the teacher professional judgements directly to Scottish Government.

**Develop a robust tracking system for Early Years**

A working group of early year’s practitioners have considered different ways of tracking the learning in the Early Years setting. A number of our Primary schools with attached nursery classes have been using the new SEEMIS Progress and Achievement application to record the attainment of learners through the early level of CfE. This practice will be built upon further in the coming session.

**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.

### **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 / 18 (although this is the second year of collation this data has been is still identified as experimental)**

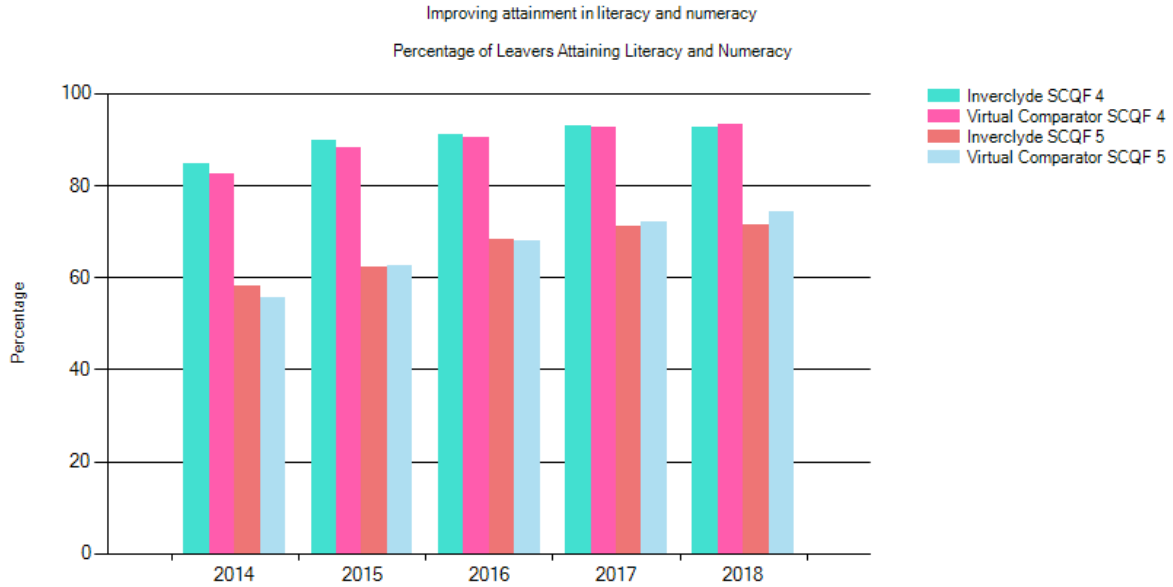
**Achievement of a Level 2017-2018**

2017/ 18 Data	Reading				Writing			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	83.9%	75.0%	17.3%	25.0%	83.2%	76.1%	13.7%	18.6%
P4 / Level 1	78.6%	69.6%	16.6%	20.4%	74.7%	63.5%	20.6%	25.4%
P7 / Level 2	76.9%	68.1%	17.1%	20.0%	70.8%	61.9%	17.2%	23.2%
S3 / Level 3	91.8%	88.2%	6.6%	9.0%	89.7%	85.3%	8.3%	12.0%

2017/ 18 Data	Listening & Talking				Numeracy			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	86.4%	79.4%	13.4%	20.6%	87.2%	80.2%	13.3%	17.1%
P4 / Level 1	85.6%	78.4%	13.3%	13.9%	79.7%	69.3%	19.0%	25.1%
P7 / Level 2	82.9%	75.7%	13.9%	18.4%	72.8%	62.4%	20.5%	28.6%
S3 / Level 3	92.4%	89.4%	5.7%	7.8%	84.9%	81.4%	6.4%	14.4%

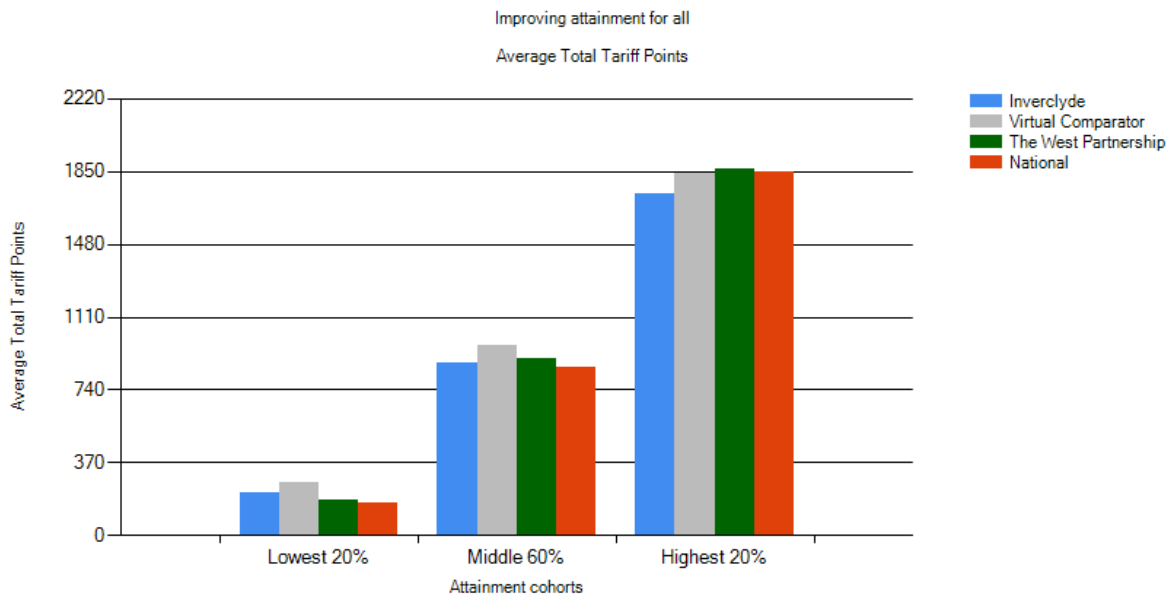
**Literacy & Numeracy**

This graph shows the overall performance in literacy and numeracy for all those who left our schools in 2017/18. Overall in literacy and numeracy, at SCQF level 4, our performance has improved year on year from 2009/10 to 2017/18. At SCQF level 5, the trend of attainment continues to improve.



### Attainment for All

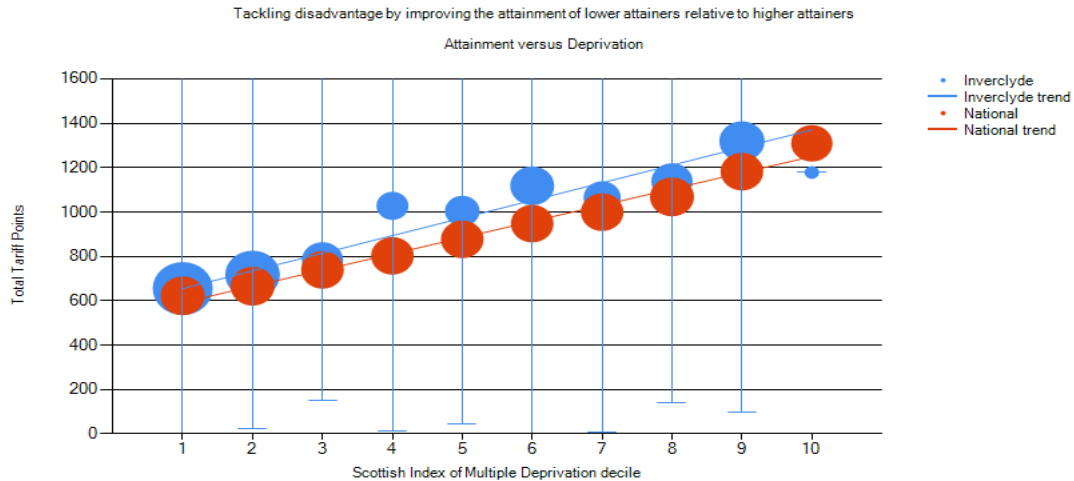
This graph shows the total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and the middle 60% are above the national average and our West Partnership comparator figure. The attainment of the lowest 20%, middle 60% and highest 20% is below the 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
2018	63.9	55.4		41.3	33.9		18.0	15.2	
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
2018	66.8	75.4	66.2	48.4	41.2	44.9	32.4	27.1	30.4
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

Source: Insight Breadth and Depth All Candidates

## How do we perform for our leavers destinations?

### School Leaver Destination Results (SLDR) Initial

Inverclyde 2017/18	Ranking	Scotland	Local authority quartile	Change in rank 2016/17-2017/18	2016/17	2015/16	2014/15
93.3	26th	94.4	4 <sup>th</sup>	down 3	93	94.3	94.6

Inverclyde Council SLDR 2017/18 (Initial destination percentages)											
School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	713	41.1	31.1	1.4	17.3	0.7	0.8	5	1.7	0	93.3
Scotland	49,478	41.9	26.5	2.1	22.7	0.7	1.2	3.8	1.3	0.4	94.4
Difference LA to Scotland		-0.8	+4.6	-0.7	-5.4		+0.4	+1.2	+0.4	-0.4	-1.1

\* 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 2017/18 figure regarding the number of pupils entering positive destinations is 93.3%. In 2017/18, there were 713 school leavers in Inverclyde, 71 less than in 2016/17. The data shows that there was an increase (0.3%) 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 nine years. However, the data does not show the positive trend that we would wish and this will remain a priority for improvement next year.

**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. The policy will be reviewed next year as head teachers are reporting that the process can be overly bureaucratic. 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 (PLPs) 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 Mor Choices More Chances 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.

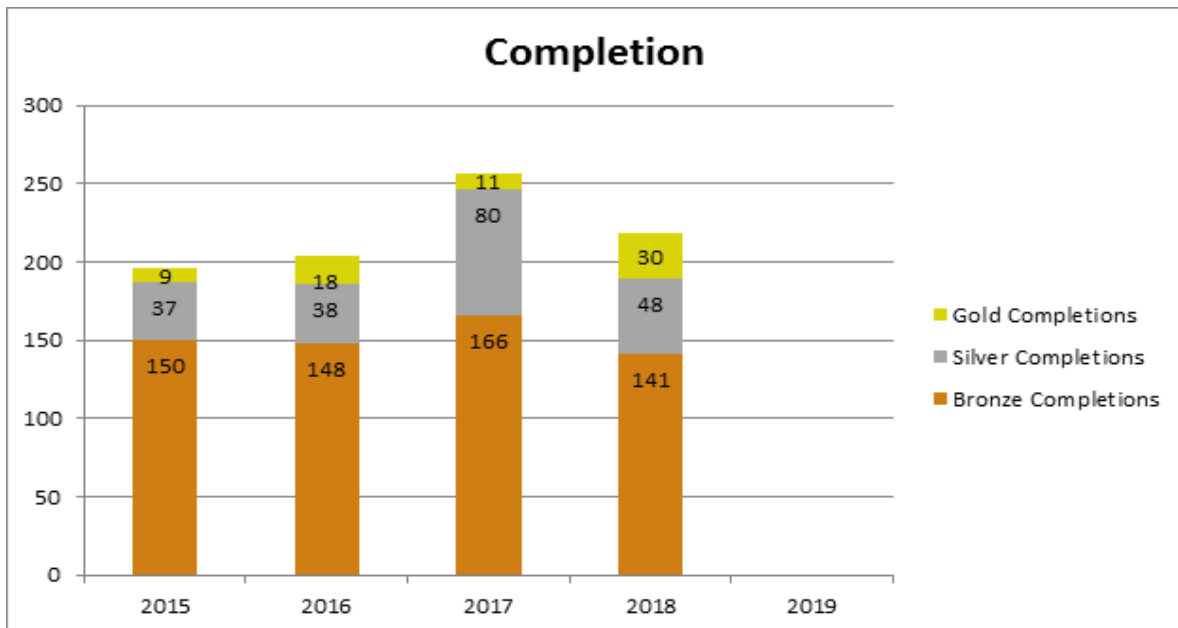
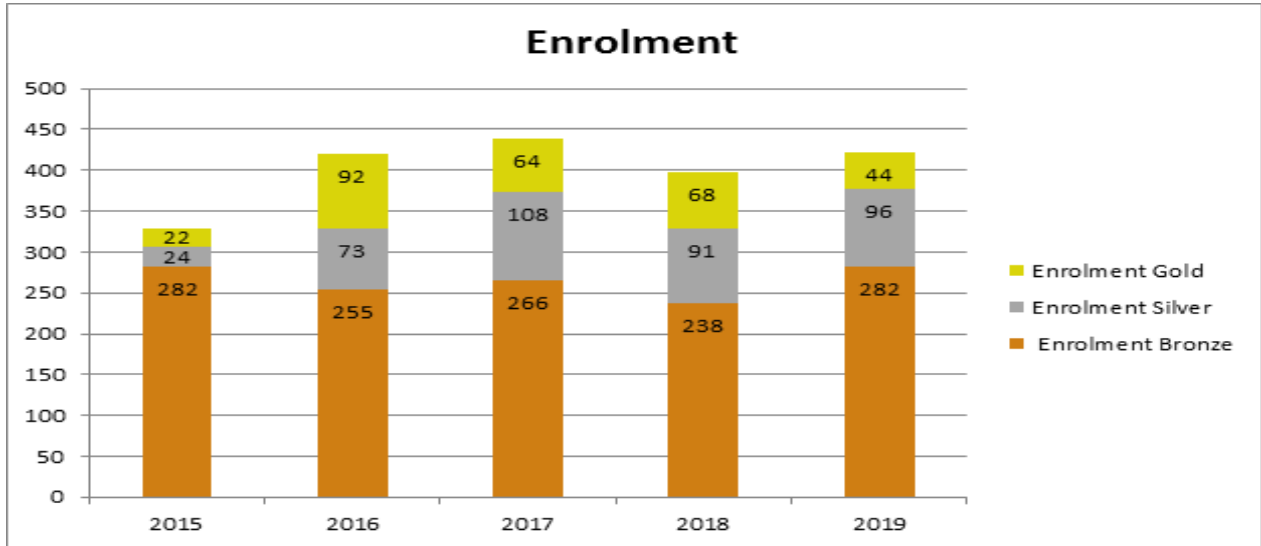
**How good is our wider achievement in Inverclyde?**

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 programme develops skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged

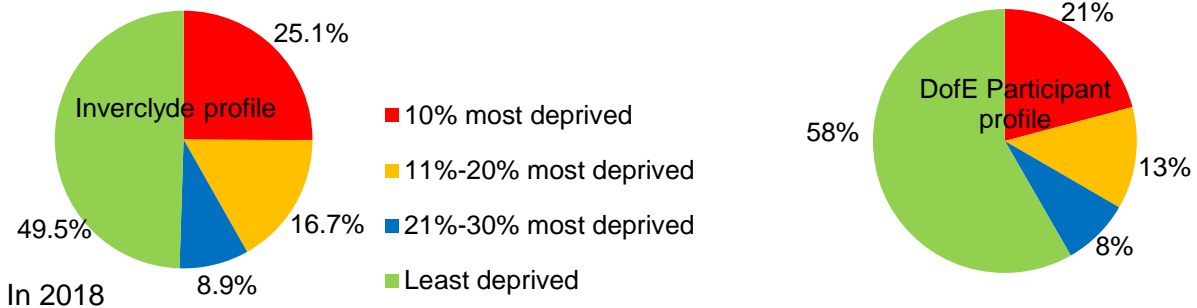
14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top four nationally for the overall awards achieved.

The tables below shows the trends for enrolments and awards gained for to 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.



Inverclyde completed a record 48 expeditions with over 748 camping occasions spanning over 116 expedition days.

Over the last year CLD Service has supported 3 young people to achieve the new Hi5 Award, 15 young people completed their John Muir Award and 65 young people achieved an SQA award in Personal Achievement, Personal Development, Leadership or Volunteering Awards. In addition, 92 Young people achieved the Dynamic Youth Award (SQA level 2) and an increase from 71 in 2016/17 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.

### **The Inverclyde Music Service**

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 P.4 to S.6, 1052 pupils currently receive music tuition in schools with 385 pupils participating in Inverclyde's choirs, bands and orchestra. In addition to this all P6 pupils receive a minimum of 12 hours giving them an introduction to music. Pupils learning an instrument have the opportunity to sit exams from both with the associated Board of the Royal Schools of Music and Trinity College Exams. As well as building their wider achievement portfolio, it provides valuable experience for sitting their SQA exams.

### **Choir, Bands and Orchestras**

The Music Service manages eight ensembles and presents the Gala and Christmas Concert annually. In addition to this the choirs, bands and orchestras participated in church concerts, Armed Forces Day and this year the Junior and Senior Choir were invited to participate in the Glasgow Phoenix Choir at the Royal Concert Hall.

### **Youth Music Initiative (YMI)**

- **General Introduction to Music** – 12 hours of music to all P6 pupils

- **Music at Lomond View** – musician in residence for two days a week
- **ASN Music** –delivering specialist music programmes and CPD in Craigmarloch School and Garvel Deaf Centre
- **Streetband** – 120 P.7 pupils in St. St.Francis, St. Michaels and Newark trained and performed as the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD delivered and classroom teachers supported by music education software
- **Music in Craigmarloch** – 3 members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making.

## 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

### Next Steps

Take forward the 2019-2020 Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil.

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

Through developing vocational programmes and pathways, improve the positive destinations for all pupils who leave Inverclyde Schools.

Devise action plans to collate and support the analysis of the West Partnership critical indicators.

## 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:**

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This included the creation of an Inverclyde self-evaluation and quality assurance framework.
- Embed 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.
- 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 and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.
- Fully participate in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

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

**Work 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.**

Following a Quality improvement Team review, the quality assurance framework has been established and is open to all school leadership personnel on Glow. The framework clearly defines the roles and responsibilities of each member of the team and highlights to education establishments the range of support and advice that can be accessed.

The framework also has strengthened the annual processes of validation of establishments own judgements in key HGIOS?4/HGIOELC quality indicators. Set quality assurance activities now include opportunities for establishment leadership teams to take part in professional dialogues and report on their attainment, to participate in collaborative learning visits and to focus on self-evaluation processes and evidence based analysis.

**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.**

Attainment meetings have taken place for all establishments this session. Early Learning and Childcare managers have taken part in specific securing children's progress meetings with the link ELC Education Officer around Q.I. 2.3.

Primary schools now produce their own annual data report which is discussed with the Head of Education and link Education Officer.

Secondary schools also produce an annual data report which also forms the focus of an attainment meeting involving the Director of Education, Head of Education and link Education officer.

**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 and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.**

In November 2018, over 80 young people from across all of our secondary schools attending the Clyde Conversations 3(b) Event in Greenock Town Hall as a follow up from the Clyde Conversations 3 event which took place in February 2018. A steering group of 12 pupils were involved in the planning of the event and had full ownership from the beginning. A range of issues were explored and the views of young people taken on board. 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 Local Outcome Improvement Plan.
- Members of the Scottish Youth Parliament (MSYPs) carried out a consultation with young people on public transport following a Scotland wide consultation with young people which attracted more than 10,500 responses. Our MSYPs consulted widely with local young people to gain their views on fares, accessibility and standards.
- In March 2019, young people from across Inverclyde voted in the Scottish Youth Parliament election to elect two new MSYPs for Inverclyde. The newly elected members will serve for a period of 2 years and will work alongside their peers to campaign on issues affecting young people.

**Fully participate in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.**

The Quality Improvement Team and school leaders have twice worked jointly with colleagues from Renfrewshire Council and Education Scotland on collaborative capacity building activities. These have helped strengthen the groups understanding of high quality learning and teaching and the use of evaluative feedback as part of review processes.

**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.**

**Work with neighbouring Authorities to build capacity across all sectors.**

## 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:

- 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 and monitoring of progress.
- Continue to take forward our 1+2 languages initiative in relation to the development of a third language.
- Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

### Here's how we got on:

Education Officers have 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.

In taking forward 1+2 languages initiative the newly appointed 1+2 development officer has increased L2 training opportunities for all primary staff and L3 for Primary 5-7 staff. Further training has been provided for school coordinators alongside the purchase of new resources to support the delivery of 1+2. Discussion has taken place with Principal Teachers of Modern Languages around collaborative work across the sectors as part of the schools' transition programmes. We had 26 French visitors to Inverclyde who were warmly received in 13 of our primary schools / early years establishments and the application for a reciprocal visit has been submitted.

**Continue to develop the senior phase through enhanced pupil choice and monitoring of progress.**

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.

**Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan (West Partnership).**

The Learner Journey Workstream is now represented through Curricular / Specialist and Curriculum Design Networks and we fully participate in both to establish self-sustaining subject networks for secondary schools, to bring about improvements in pedagogy and to ensure the design and delivery of a curriculum which has a range of pathways to meet the needs of all children and young people.

It is recognised that there is a need to develop a system which profiles alternative qualifications and the authority is in the process of gathering and sharing this information across the West Partnership.

### **Outcomes for Learners**

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

### **Next Steps**

**Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.**

**Continue to develop the senior phase through enhanced pupil choice and monitoring of progress. Define the Inverclyde 'offer' for senior pupils.**

**All establishments to continue to develop pathways for all learners.**

**Work with all stakeholders to increase positive and sustained destinations to 95%.**



## 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:

- Consult with schools, Head Teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.
- Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Continue to work with schools and partners to evaluate and implement the attendance policy.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school.
- As part of Inverclyde's Autism Strategy; develop Autism Friendly Schools.
- Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

### Here's how we got on:

#### **Consult with schools, Head Teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.**

Inverclyde's GIRFEC Practice Guidelines emphasises that we are committed to improving the outcomes for all Inverclyde's children and young people, in particular, those who are most vulnerable. The Inverclyde Health and Social Care Partnership and Local Authority have agreed that embedding the Getting it Right approach is critical to enabling us to achieve our vision for children and young people.

The collaborative approach taken in the implementation of our GIRFEC Pathways has provided a level of confidence in the consistency of approach used across both Education Services and Inverclyde's HSCP. Inverclyde's approach to working with children and young people with additional needs recognises that better outcomes are secured by services working together.

Quality assurance and self-evaluation was implemented on a cluster basis was implemented in June 2018. This provided an opportunity for the moderation and sharing of good practice in the development and implementation of children's plans, wellbeing assessments and the effectiveness of TAC meetings. It gave cluster management teams and Pastoral Care/Student

Support Teams an opportunity to look to best practice and share experiences in the implementation of the GIRFEC model.

Discussions continue at national level on the development of SEEMiS 2.0. The SEEMiS liaison Education Officer will continue to disseminate information on the updated SEEMiS application and associated modules currently being developed.

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

Performance Measure - Attendance		
Sector	Inverclyde 2017 / 18	National 2016 / 18
Primary	93.8%	94.9%
Secondary	89.6%	91.2%
Additional Support Needs	91.8%	90.3%

The above table gives a comparison of attendance at Inverclyde schools against the national average. It should be noted that national figures are updated every two years. The revised attendance standard circular is now in operation and schools and the authority continue to monitor, and strive to improve, attendance of all pupils, particularly those who are looked after at home.

Performance Measure - Exclusion Rate per 1000 pupils		
Sector	Inverclyde 2017 / 18	National 2017 / 18
Primary	5.0	11.0
Secondary	45.6	47.4
Additional Support Needs	12.1	93.5
LAC – Primary	10.9	No data
LAC – Secondary	126.1	No data
LAC – ASN	55.6	No data

The above table gives a comparison of exclusions at Inverclyde schools against the national average. It evidences a very strong performance in Inverclyde schools. We continue to monitor exclusions for all LAC pupils very carefully as there is still remains a difference between exclusion rates for children who are LAC and those who are not.

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 implementation of the policy over session 2017/18 of re-enrolling any young person accessing a post-school destination which subsequently proves to be short-term to their catchment school or, alternatively, on to the roll of the Virtual School, continues to be successful in ensuring that those young people that are potentially our most vulnerable continue to be supported by their identified Named Person.

During 2018, the Scottish Government used the SAC underspend to fund additional support to care experienced and looked after children through the introduction of the SAC LAC funding. This will provide targeted support to care experienced children and young people using the £1200 available to each young person and their family/carers. Inverclyde’s LAC Support Team

have been involved in the development of individual support plans to support and encourage access to education and improved outcomes.

**Continue to work with schools and partners to evaluate and implement the attendance policy.**

While the implementation of the revised policy on attendance has been effective across Inverclyde schools, feedback has indicated concerns on excessive bureaucracy in the process.

To date no schools have taken the opportunity to use the Attendance Referral Committee (ARC) procedures as outline in the policy. The implementation of the Locality ASN Forums structure across Inverclyde will allow for capacity in the Inverclyde ASN Forum (IASNF) to enable the ARC to be implemented.

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

Improving the attainment of pupils with additional support needs or barriers to their learning continues to be a priority in school improvement planning. The tables below outline the Literacy and Numeracy attainment levels of LAC and ASN pupils compared to both the Virtual Comparator. In the main, performance has increased in Inverclyde year upon year for both LAC and ASN but concerns remain that Inverclyde does not perform as well as the Virtual Comparators identified by Insight.

Performance Measure: Literacy and Numeracy - ASN students						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	90.58	80.63	61.78	48.69	191
Virtual Comparator	2016	89.84	82.62	69.58	53.51	1910
Inverclyde	2017	93.5	86	66	50	200
Virtual Comparator	2017	92.5	85.5	74.45	56	2000
Inverclyde	2018	94.5	87	67	48	200
Virtual Comparator	2018	93.95	88.2	76.85	57.45	2000

The above table provides details of attainment in literacy and numeracy for ASN pupils. Attainment at both Level 4 and Level 5 in this measure has improved over the last 3 years.

Performance Measure: Literacy and Numeracy - All Looked After						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	84.62	30.77	38.46	13
Virtual Comparator	2016	91.54	77.69	68.46	43.08	130
Inverclyde	2017	82.35	58.82	23.53	5.88	17
Virtual	2017	85.29	74.12	56.47	41.18	170

Comparator						
Inverclyde	2018	89.47	84.21	52.63	42.11	19
Virtual Comparator	2018	92.11	85.26	71.05	47.89	190

The above table shows that over the last 3 years, in almost all measures, performance has improved. In line with all sectors literacy generally outperforms numeracy.

### Performance Measure: Literacy and Numeracy - Looked after at Home

	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	87.5	25	25	8
Virtual Comparator	2016	93.75	85	72.5	47.5	80
Inverclyde	2017	72.73	45.45	27.27	9.09	11
Virtual Comparator	2017	91.82	80	60.91	49.09	110
Inverclyde	2018	92.31	76.92	53.85	38.46	13
Virtual Comparator	2018	93.85	87.69	72.31	50.77	130

The above table provides details of attainment in literacy and numeracy for looked after at home pupils. Attainment in all measures has improved in the last year.

### Performance Measure: Literacy and Numeracy Looked after away from Home

	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	80	40	60	5
Virtual Comparator	2016	88	66	62	36	50
Inverclyde	2017	100	83.33	16.67	0	6
Virtual Comparator	2017	73.33	63.33	48.33	26.67	60
Inverclyde	2018	83.33	100	50	50	6
Virtual Comparator	2018	83.33	80	68.33	41.67	60

The above table provides details of attainment in literacy and numeracy for looked after away from home pupils. It shows that over the last 3 years, in almost all measures, performance has improved. In line with all sectors literacy generally outperforms numeracy.

## Curriculum Flexibility

Inverclyde's current curriculum model provides opportunities for flexibility for all young people in in the Senior Phase. For those with barriers to their learning timetable flexibility and tailored packages of support allows pupils to re-engage with their learning. 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.

Children and young people with additional support needs are well supported to remain in mainstream education full-time or to integrate on a shared timetable between mainstream and special school. The partnership working across the schools in the Port Glasgow shared campus continues to develop to the benefit of all of the young people across the area. The realignment of Craigmarnock School's secondary school day with the shared campus mainstream has been hugely successful since implementation in January 2018 and has enabled more opportunities for access to mainstream curriculum and integration for young people across the campus. This is undoubtedly one of the factors that has significantly increased the confidence of parents/carers of children with complex support needs in the educational provision at Craigmarnock. This has resulted in a significant rise in the numbers of parents/carers requesting a place for their child at the school.

### **As part of Inverclyde's Autism Strategy; develop towards Autism Friendly Schools.**

Through the consultation process in the development of Inverclyde's Autism Strategy, the following themes were identified:

- Developing positive, enabling and supportive networks
- Developing a co-ordinated Autism Training Plan for Inverclyde
- Equal and timely access to an evidence-based pathway for assessment and diagnosis and the support that should follow
- A co-ordinated system for advice and information about autism
- Co-ordinated services based on accurate data
- Services that can be robustly evaluated

The Autism Strategy Implementation group subsequently identified three key objectives to support Inverclyde's aspiration to achieve "Autism Friendly". Those objective are:

- Developing community services and supports for people with autism that will assist in achieving an autism friendly Inverclyde;
- Developing services that will help to bridge the gaps that develop for young people impacted by autism at the transition period including signposting, resources and support;
- Early years including pre and post-diagnostic support and services.

#### Communication Friendly Schools Pilot

Over 2018/19 Inverclyde's Communication Outreach Service (ICOS) has been supporting two Port Glasgow primary schools to achieve Communication Friendly Schools status. The learning from this pilot will be disseminated to schools across Inverclyde in 2019/20.

#### Let's Introduce Anxiety Management (LIAM) Project

Throughout 2018/19 IEPS staff have been working collaboratively with NHS staff to deliver the LIAM project pilot in Inverclyde East Locality. The LIAM project aims to increase access to an

evidence-based intervention for mild to moderate anxiety presentations in children and young people. To that end, LIAM develops practitioner skills in the delivery of a Cognitive Behaviour Therapy-informed approach. The programme is suited to a range of professionals who work with children and young people, e.g. School Nurses, Teachers, Pastoral Care/Guidance Teachers, Social Workers.

As with the Communication Friendly School LIAM project will be available across all schools over session 2019/20.

**Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.**

This theme did not go ahead as a specific workstream.

**Outcomes for Learners**

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

**Next Steps**

Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ level.

Continue to monitor and improve educational performance and attendance, with a particular focus on links 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 and sustained destinations.

Embed actions from the additional support review:

- Establish ASN locality forums in 3 localities
- Implement a 3 tier mental health framework.
- Review Education service's GIRFEC model

Continue to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.

## Pupil Equity Fund

The evidence and evaluation to date indicates that Inverclyde Council is making very good progress in improving learning, raising attainment and closing the poverty-related attainment gap.

The recent Education Scotland report published in May 2018 noted the strong drive for change and improvement that has clearly directed the professional focus of elected members, centrally deployed staff and heads of establishment providing a strong shared vision which is driving excellence and equity.

Senior Staff across Inverclyde Council have established an excellent culture of collaborative professional learning as demonstrated through the highly effective implementation groups and professional learning communities.

It is recognised that Inverclyde Council has implemented a range of sector leading approaches to close the poverty related attainment gap. These approaches are grounded in sound research and have been developed in with the strong support of educational practitioners to meet the local needs of Inverclyde's communities

The Attainment Funding model and methodology with the innovative Start Small Think Big along with effective leadership has very successfully supported Inverclyde council in the development of strong impactful interventions that are addressing the needs of the local community.

Robust arrangements have been put place by Inverclyde Council to support Head Teachers to track and monitor individual establishments Pupil Equity Fund spending

Timetable for PEF Implementation was as follows:-

- i. PEF plans for session 2018/19 were submitted to authority in April 2018. The plans clearly show arrangements that schools have in place to evaluate projects.
- ii. PEF plans were discussed and evaluated against aims of Scottish Attainment Challenge and the Scottish Educational Endowment Toolkit.
- iii. Education Officers provided additional support and feedback to schools

In 2018/19 Inverclyde schools were awarded £2,436,120 in Pupil Equity Funding. Presently, as we approach the end of the financial year March 2019, schools have committed expenditure of £2,289,800. Schools have plans in place to ensure that the remaining underspend of £146,320 will be committed to spend over the next month.

The first evaluation of the impact of interventions through PEF on an individual school basis was reported through the school's Standards and Quality report in June 2018 and their proposals



submitted in April 2018. All Head Teachers are able to identify and articulate attainment gaps for their respective establishments. Head teachers implemented strategies and interventions to targeted cohorts of young people who were at risk of not making the expected progress.

Schools have taken forward a wide variety of interventions with opportunities to share best practice. Schools have ensured that their PEF plans align closely with Scottish Attainment Challenge aims. This is contributing to a wider whole authority overview of how we are reducing the attainment gap.

### Summary of Pupil Equity Spending proposals by Equity Intervention

1. Early Interventions	2. Social & Emotional Well Being	3. Health & Well Being
EYECOs Classroom Assistants Early Years Learning Assistants Active Play Programmes Language Assistants Staff Additional Responsibilities	Counselling Programmes Bespoke Counselling  Play Therapists Welfare Officers	Health & Well-being coaches Nurture Groups  Breakfast Clubs Outdoor Learning Play Coaches  Counselling Programmes
4. Targeted Support Literacy Numeracy	5. Professional Development	6. Wider Engagement
Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities	High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning  Literacy training PEF PT's Differentiated Support	Family Learning Officers Extra-Curricular Sports Clubs Family Library Outdoor Play Areas  Family Support Residential Seminars Enhanced Supported study STEM Week ends
7. Partnership Working	8. Resources	
Counselling Services Cluster Welfare Officers CLD Support Coaching Support	Administrative Assistants Digital IT Wi-Fi	



Outreach Workers Children's Advocacy Officer Residential		
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Across the education service, primary and secondary schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge and Pupil Equity Fund. The authority's investment in data analysis to improve performance monitoring is having a significant impact. Staff across establishments report very positively on how the quality of data has improved their work, and ultimately outcomes for learners.

Inverclyde Council has built upon, and further strengthened the impact of partnership working to enhance staff capacity in leading learning in literacy, numeracy and health and wellbeing. Community learning and development is a highly effective partner for schools, working to improve the life chances of children and young people and their families

# Inverclyde council

## Education Services

### Improvement Plan 2019/20



## Introduction

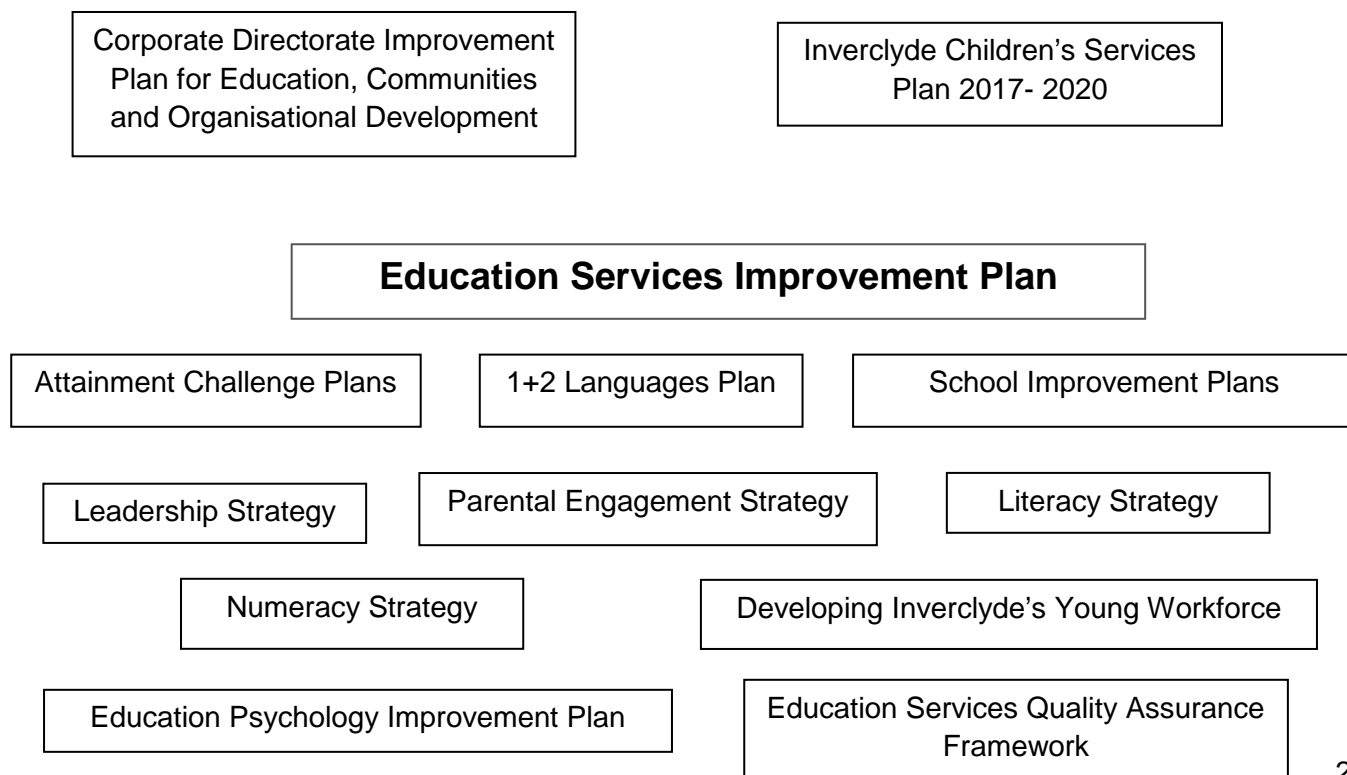
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2019/20. The first part of this process is the Standards and Quality Report for 2018/19. The Standards and Quality Report allows us to report on our successes, the 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 and will feed into the wider Children's Services Plan. 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:

- Develop a shared understanding of systems leadership and the context for systems change.
- Develop a shared understanding of what an empowered system looks and feels like.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.

By March 2020 we will have	Who is responsible?
<p><b>Develop a shared understanding of an empowered system.</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• Developed clarity and purpose of an empowered system.</li> <li>• Implemented West Partnership toolkit on empowerment.</li> <li>• Produced and developed local guidelines on empowerment.</li> <li>• Continued to work with the West Partnership 'leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning.</li> <li>• Monitored and evaluated the impact of the existing leadership programmes.</li> <li>• Further developed a culture of leadership and coaching, at all levels, to improve outcomes for learners.</li> </ul>	<p>Head of Education Attainment Challenge lead officers Education Officer with responsibility for leadership Education Officers</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge plan.</li> <li>• Corporate Directorate Improvement plan.</li> <li>• Children's Services Plan 2017/20.</li> <li>• Inverclyde's GIRFEC Pathways Policy and Procedures.</li> <li>• West Partnership 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> </ul>	

- Evidence of West Partnership toolkit being used in establishments.
- Impact of Locality Networks.
- 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:**

Evidence of empowerment actions at establishment, cluster and authority level.

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.

Evidence of establishments sharing best practice and resources at a local level.

## Teachers Professionalism

**To support the development of learning networks by facilitating collaborative events and professional development opportunities.**

**Career Long Professional Learning (CLPL) will improve 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 will benefit from high quality learning experiences and teaching.

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

- Support the development of West Partnership learning opportunities
- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to embed the revised learning, teaching and assessment policy (LTA).
- All observed lessons should be good or above with the majority being judged as very good or above.

<b>By March 2020 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 West Partnership, 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> <li>• West Partnership conferences</li> </ul> </li> </ul>	Head of Education  Attainment Challenge Team  Education Officers
<ul style="list-style-type: none"> <li>• Ensured that CLPL impacts upon playroom/classroom practice.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Embedded the learning, teaching and assessment policy and developed a consistent and shared understanding of high quality learning and teaching.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Evaluated Authority programmes in literacy, numeracy, health and</li> </ul>	Head of Education

well-being and nurture	Education Officers Attainment Challenge Team
<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.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership 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>• Participation in West Partnership Conferences</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 good or above. The majority should be very good or above.</p> <p>All staff in schools will be able to evidence the impact of the Inverclyde learning, teaching and assessment policy.</p> <p>All staff are engaged in appropriate CLPL.</p> <p>Findings of the evaluation of Authority programmes in literacy, numeracy, health and well-being and nurture are implemented.</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 engage with the West Partnership to take forward the Scottish Government Action Plan on Parental Involvement and Engagement
- Devise programmes of opportunities to share and develop practices in Family Learning and parental/community engagement.
- Continue to improve and expand communication, consultation and collaboration with parents/carers and the wider community, to ensure that all are fully involved.

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Strengthened joint working with West Partnership to take forward the Scottish Government’s action plan on Parental Involvement and engagement.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Continued to ensure that a co-ordinated response to family learning is taken forward to maximise impact on attainment.</li> </ul>	Head of Education CLD Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Further improved consultation and collaboration with parents / carers and the wider community, to ensure that all are fully involved.</li> </ul>	Head of Education Education Officer with responsibility for parental engagement
<ul style="list-style-type: none"> <li>• Continued to work 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>	Attainment Challenge Team Leader Active Schools Co-ordinator
<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.</li> <li>• Corporate Directorate Improvement Plan.</li> </ul>	

- Inverclyde's Corporate Parenting Strategy.

**Evidence we gather:**

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

**Success criteria:**

Evidence of effective joint working with West Partnership.

Gathered information on family learning's impact on attainment.

School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.

Evidence of improvement communication and engagement with parents/carers

Active schools will have a clear picture of the participation levels of SIMD Band 1&2 children and young people, which will allow for improved future planning and the setting of participation targets.

## 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 take forward the authority 2019/20 moderation plan and continue to 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 the use of high quality assessments to determine next steps.
- Continue to develop literacy and numeracy progression pathways 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 take forward and implement the National Improvement Framework.

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Taken forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.</li> </ul>	Head of Education Education Officer Quality Assurance Moderation and Support Officers Attainment Advisor
<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>	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer
<ul style="list-style-type: none"> <li>• Further develop the use of SEEMiS BGE tracking and reporting application.</li> </ul>	Head of Education Education Officer SEEMiS Development Officer
<ul style="list-style-type: none"> <li>• Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.</li> </ul>	Head of Education MCMC team

<ul style="list-style-type: none"> <li>Devised action plans to collate and support the analysis of the West Partnership critical indicators</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>West Partnership Improvement Plan</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>	

**Success Criteria for Attainment**

Performance Measure	Inverclyde	Target	National
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	73.5%	75%	71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Plan Critical Indicator</i>	80%	82%	78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	90.5%	91%	87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i>	85.6%	89%	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing	42.8%	45%	46.4%

and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>			
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	45%	56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	70%	62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	36%	36%
% of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	84.9%	86%	82%
% of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	76%	69%

## 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.
- Embed the use of a 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.

By March 2020 we will have	Who is responsible?
<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.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Embedded the use of a consistent data set in all schools. The data will be linked to SIMD levels to highlight any gaps linked to deprivation.</li> </ul>	Head of Education, Education Officer Attainment Challenge Data Team
<ul style="list-style-type: none"> <li>• Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.</li> </ul>	Head of Education, Education Officer SEEMiS Development Officer Early Years Development Officer
<ul style="list-style-type: none"> <li>• Worked with neighbouring Authorities to build capacity across all sectors.</li> </ul>	Head of Education, Education Officers, Heads of Establishment
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership 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.
- Feedback from West Partnership joint capacity building activities.

**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.

All establishments will have a greater understanding of the use of data as a tool for improvement and of the West Partnership critical indicators.

Establishments are prepared for the launch of the new SEEMiS systems in August 2020.

All establishments are using the new version of pastoral notes.

## The Development of our Curriculum

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

### Next Steps

- Continue to support establishments to ensure the delivery of a curriculum which has a range of pathways, which support the needs of all learners, that will lead to improved outcomes.
- Continue to develop the range of courses available in the senior phase and work with DYW and FE to improve the range of curricular pathways for all young people.
- Improve Inverclyde Council's positive destination figures.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Engaged with the West Partnership to develop the Curricular / Specialist networks workstream to ensure appropriate pathways for all learners.</li> </ul>	Head of Education, Education Officers
<ul style="list-style-type: none"> <li>• Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils</li> </ul>	Head of Education, Education Officers Heads of Establishment
<ul style="list-style-type: none"> <li>• All schools will have developed appropriate pathways for all learners.</li> </ul>	Heads of Establishment DIYW Development Officer
<ul style="list-style-type: none"> <li>• Worked with all stakeholders to increase positive and sustained destinations to 95%.</li> </ul>	DIYW Development Officer More Choices More Chances Team
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <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> </ul>	



- Learning pathways offered to our children and young people.
- Evaluation of Developing Inverclyde's Young Workforce.
- Evidence of involvement in the West Partnership.

**Success criteria:**

The work of the Curricular / Specialist networks workstream has ensure appropriate pathways for all learners.

Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils

Further raised attainment in the Senior Phase.

Achieved the target of 95% for positive and sustained destination results for each school.

## 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

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- 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.
- Implement relevant actions from Inverclyde Council's Autism Strategy.
- Embed actions from the additional support review:
  - Establish ASN locality forums in 3 localities
  - Implement a 3 tier mental health framework.
  - Review Education service's GIRFEC model

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<ul style="list-style-type: none"> <li>• Continued to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<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 destinations.</li> </ul>	Head of Education Attainment Challenge Data Team Education Officers Heads of Education Officers Establishment
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increased the number of LAC pupils entering a positive and sustained destination upon leaving school.</li> </ul>	Head of Education More Choices More Chances Team
Embedded actions from the additional support review: <ul style="list-style-type: none"> <li>• Established ASN locality forums in 3 localities</li> </ul>	Head of Education Education Officers

<ul style="list-style-type: none"> <li>• Implemented a 3 tier mental health framework.</li> <li>• Reviewed education service's GIRFEC model</li> </ul>	<p>Educational Psychology Service</p>
<p>Continued to implement actions of the Autism / Communication Friendly Schools through dissemination and learning from 'Communication Friendly Schools' and 'LIAM project' pilots.</p>	<p>Head of Education Education Officers Educational Psychology Service</p>
<p><b>How does this link to other plans?</b></p> <p>Children's Services Plan 2017/20. Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIRFEC Pathways Policy and Procedures. Community Empowerment Implementation Strategy West Partnership Improvement Plan.</p>	
<p><b>Evidence we gather:</b></p> <p>Monitoring of recommendations of Authority ASN forum. Review and evaluation of feedback and data from implementation of ASN Locality Forums. Evaluation of fulfilment of statutory duties. Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Children. Data for LAC and ASN Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement, QI 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p><b>Success criteria:</b></p> <p>Fully integrated an inclusive education system.</p> <p>Improved educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</p> <p>Established effective ASN locality forums .</p> <p>Implemented a 3 tier mental health framework.</p> <p>Reviewed education service's GIRFEC model.</p> <p>Actions of the Autism / Communication Friendly Schools are positively impacting on outcomes for learners.</p>	

