
Report To:	Education & Communities Committee	Date:	31 August 2021
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/28/21/MR
Contact Officer:	Michael Roach	Contact No:	01475 712891
Subject:	Education Services Improvement Plan 2021-22		

1.0 PURPOSE

- 1.1 The purpose of this report is to present the Education Services Improvement Plan for session 2021-22 for approval.

2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a plan with local improvement objectives.
- 2.2 Inverclyde Council's Education Services Improvement Plan 2021-22 is appended to this report. The Standards and Quality Report, presented at the last committee meeting, provided a focused summary of educational progress and a flavour of the work delivered by our schools from March 2020 to March 2021. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.
- 2.3 This report now shares the full plan and all actions that will be undertaken to achieve the intended outcomes. The plan is already well under way and good progress is being made. The plan seeks to support the ongoing recovery process of schools and Early Learning Centres as well as address key areas for improvement.
- 2.4 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent.

The Improvement Plan is written under the key national priorities which 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

As well as these we have focused on:

- Getting it right for every child
Improving outcomes of care experienced children, young people and their families

- 2.5 The full plan can be accessed [\[here\]](#) and an overview plan on a page is attached as Appendix 1. For greater detail on the plans of any individual school, Elected Members should refer to the school's own Improvement Plan posted on their website.

- 2.6 After some delay to the planning process during 2020/21 due to lockdown of schools and the Covid-19 pandemic we are now back into our annual cycle of reporting and planning. The plan captures how the service will support both the ongoing recovery process as well as take forward areas for development.
- 2.7 All establishments have produced SQ reports based on the work of their plans from August 2020 to June 2021. They have also produced full improvement plans for the academic year 2021/22.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content of the Education Services Improvement Plan for 2021 - 22.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 After some delay to the planning process during 2020/21 due to lockdown of schools and the Covid-19 pandemic Inverclyde Education Services are now back into our annual cycle of reporting and planning. The plan captures how the service will support both the ongoing recovery process as well as take forward areas for development.
- 4.2 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 National Improvement Framework. 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.
- 4.3 Inverclyde Council's Education Services Improvement Plan 2021-22 can be accessed [\[here\]](#). A simplified plan on a page is attached as Appendix 1. The Standards and Quality Report, presented at the last committee meeting, provided a focused summary of educational progress and a flavour of the work delivered by our schools from March 2020 to March 2021. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.

5.0 HIGHLIGHTS AND KEY MESSAGES

- 5.1 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.

The Improvement Plan is written under the key national priorities which 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

As well as these we have focused on:

- Getting it right for every child
- Improving outcomes of care experienced children, young people and their families

- 5.2 Key priorities and actions include:

Improvement in attainment, particularly in literacy and numeracy

This priority continues to focus on raising the attainment of all pupils with a focus on recovering any learning ground lost during the pandemic. As well as continuing to develop strategies in place, there is an ongoing focus on supporting school leadership to ensure the impact of additional staffing in the system funded by covid grants, PEF and the attainment challenge. As well as this we aim to continue to develop digital approach to learning and introduce a new project developing approaches to play pedagogy.

Key actions
<ul style="list-style-type: none">• Ongoing development of leadership pathways• Introduction of new peer review programme as part of school improvement framework• Further develop establishment planning and reporting formats with focus on outcomes and impact

- Ongoing development of data sets / dashboards to support school raising attainment
- Ongoing focus on improving attendance
- Review the present Parental Engagement Strategy
- Introduction of recovery associate role – focus on deployment / impact of additional staffing
- Deliver training and support for new Pupil Support Assistant role
- Ongoing training around moderation of assessment
- Ongoing development of a digital strategy for service and training for staff in digital pedagogy
- Development of play pedagogy across early years and P1

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

This priority links to the one above, however it focuses on ensuring that gaps in learning for all pupils and in particular key groups such as pupils in SIMD 1 and 2 continue to close. A large focus for the coming year will be to not only maintain and develop existing approaches but to also focus on creating a new plan for the attainment challenge post April 2022.

- | Key actions |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Develop plans for SAC 2 and PEF beyond April 2022 in line with government strategy • Ongoing support and challenge for schools around PEF planning and impact evidence • Further develop family learning and support to mitigate impact of poverty on families so that children and young people come to school ready to learn |

Improvement in children’s and young people’s health and wellbeing

This priority seeks to continue to respond to the HWB survey as well as ongoing identification of need. Key strategies such as the well-being service are a focus here as well as working with partners within the HWB strategy to focus on aspects such as substance misuse.

- | Key actions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Continue to implement the HWB strategy with an increased focus on substance misuse education • Continue to develop the Inverclyde Wellbeing Service (Tier 2 service) in partnership with Action for Children, linking this to the community Mental Health project • Support establishments with the roll out of revised Inverclyde anti-bullying policy • Review and agree clear policy and protocol on monitoring of racist incidents |

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

This priority seeks to build on existing approaches and strategies in place as well as preparing ourselves to respond to significant developments such as the OECD report. A great deal of focus is on ensuring pathways are appreciated for all pupils both in school and post school, with a renewed focus on pathways for pupils with ASN.

- | Key actions |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Respond to the Organisation for Economic Co-operation and Development (OECD) report and Government response through ongoing review and development of the senior phase curriculum • Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools • Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations • Support schools with the roll out of SG funded Developing the Young Workforce (DYW) Coordinators |

Getting it right for every child

This priority focuses on our work to continue to improve how well we meet the needs of all pupils. Within this priority we will be focussing on the incorporation of UNCRC into Scottish law as well as a focus on race equality and anti-racist education.

Key actions
<ul style="list-style-type: none">• Continue to improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed• Support the development of new Pupil Support Assistant posts (PSA) with a new CLPL programme and Recovery Associates as part of the Attainment Challenge• Further develop the GIRFEC Pathways including the development of Joint Support Teams (JST) in all establishments alongside the introduction of a school based social worker pilot• Roll out of newly developed dyslexia training and support for all staff• Support schools to prepare for the incorporation of the UNCRC from October 2021 – see UNCRC working party action plan• Engage in an authority working group in order to decolonise the curriculum and support race equality through ensuring that the history and culture of the Black, Asian and minority ethnic (BAME) community is represented• Respond to Scottish Government (SG) working group outcomes in relation to anti-racist education and race equality• Provide training and awareness raising for all establishment leaders in relation to race equality alongside equalities legislation

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

The key focus of this priority over the next year will be to introduce a new post of a Virtual Head teacher to the structure to ensure an even greater focus and scrutiny on the needs of CEYP being met as well as appropriate pathways.

Key actions
<ul style="list-style-type: none">• Introduce the role of a Virtual Head teacher• Review existing approaches and establish revised systems and processes to closely monitor the progress of all CEYP in all establishments alongside the role of the Virtual Head teacher• Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular

6.0 IMPLICATIONS

Finance

6.1 Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	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 Equalities

(a) Has an Equality Impact Assessment been carried out?

x

YES

NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

x

YES

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

x

YES

NO



EDUCATION SERVICES IMPROVEMENT PLAN 2021/22

PLAN ON A PAGE

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

Educational establishments are able to take forward and implement improvements that have a positive impact for learners.

All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum

Improve in the quality of digital literacy and learning in every establishment

Improve the pedagogical experiences for primary 1 pupils

All gaps reduced back to or reduced further, in relation to 2019 Achievement of Curriculum for Excellence Levels (ACEL) as part of ongoing recovery process

A clear overall Scottish Attainment Challenge 2 strategy including updated Pupil Equity Fund (PEF) guidance is in place

Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data

Pupils' health and wellbeing indicators improve with a particular focus on mental health

Pupil Health indicators improve in relation to the Health and Wellbeing survey of 2018/19

Support and provision for pupils mental health and wellbeing continues to improve

Reductions in reports of incidents of bullying in comparison to the HWB survey of 2018/19

An increasing number of Inverclyde pupils enter a positive and sustained destination on leaving school that is increasingly above the national average

An increasing number of senior pupils experience appropriate curriculum pathways across the senior phase securing a positive destination that is sustained

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

Outcomes for all pupils with ASN improve

Pupils' rights / United Nations Convention on the Rights of the Child (UNCRC) are being met in all establishments

Approaches to ensuring equality are improved through enhanced leadership approaches

Improved outcomes for Care Experienced Young People (CEYP) across all establishments