![Inverclyde council logo]

Report To:	**Education & Communities Committee**	**Date:**	**9 May 2023**
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No:**	**EDUCOM/26/23/MR**
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Subject:	**Education Services Standards and Quality Report April 2022 – April 2023**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 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 April 2022 to April 2023.

1.3 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.

1.4 Inverclyde Council's Education Services Standards and Quality Report – April 2022 to April 2023 is 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 during this time period. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, Education Scotland inspection reports / follow through visits, Care Inspectorate 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 of strength as well as where Inverclyde Education Services can improve further. These next steps will then form the Improvement Plan for April 2023 – April 2024, detailing how these will be taken forward.

1.5 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. The Education Service 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 will be produced in due course.

1.6 For greater detail on the performance of any individual establishment, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report April 2022 – April 2023.

3.0 BACKGROUND AND CONTEXT

3.1 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.

3.2 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 will then show 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 will be produced.

4.0 Highlights and key messages

4.1
- Two very positive Education Scotland inspections at Kings Oak and Newark Primary schools
- All Care Inspectorate reports published this academic year to date show establishments graded at good or better
- The full resumption of the service's own internal quality assurance programme via the newly launched peer review programme
- 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.
- Almost all ACEL indicators are above the national average and are returning to pre pandemic levels
- Consistently performing above comparator authorities for almost all LGBF measures and are in the top 5 and 10 for most.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial		N	
Legal/Risk		N	
Human Resources		N	
Strategic (LOIP/Corporate Plan)		N	
Equalities & Fairer Scotland Duty		N	
Children & Young People's Rights & Wellbeing		N	
Environmental & Sustainability		N	
Data Protection		N	

5.2 **Finance**

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					

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

N/A.

5.6 **Equalities and Fairer Scotland Duty**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required

(b) Fairer Scotland Duty

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

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty.

5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.8 Environmental/Sustainability

Summarise any environmental / climate change impacts which relate to this report.
Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.9 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 See appended standards and quality report.

Education Services

Standards and Quality Report

April 2022 – April 2023

Contents

Welcome to our Standards and Quality Report for the period April 2022 – April 2023.

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 21st 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.

Links to glossaries of education terminology that will support the reading of this document can be found at:
https://education.gov.scot/parentzone/my-school/education-glossary/

https://www.edubuzz.org/pencaitland/wp-content/blogs.dir/115/files/2017/11/List-of-Acronyms-2017-1.pdf

A full glossary of terms used can be found at the end of the document.

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 (10 with nursery classes) and 2 Nursery Classes and 9 Early Learning and Childcare Centres. In addition to this, Craigmarloch School and Lomond View Academy support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. We also have 2 ASN provisions to support pupils with language and communication, based at All Saints Primary and Notre Dame High School. During 2022/23 we have also been establishing a Virtual School for Care Experienced Young people that has been fully functional since August 2022. The Virtual School has incorporated the Corporate Parenting team. We have a provision and outreach service for deaf pupils called Garvel, based across Moorfoot Primary and Clydeview Academy.

A number of other services also support pupils with Additional Support Needs (ASN). These include: Inverclyde Communication Outreach Service (ICOS), English as an Additional Language and Bilingualism Service (Based at Whinhill Primary) and the Visual Impairment and Habilitation Service (based at Craigmarloch).

In school session 2022/23 there were 5102 primary school pupils and 4336 secondary school pupils. There are also 210 pupils in Additional Support Needs (ASN) schools and 1111 children in Local Authority 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. The now completed £200 million schools estates programme, has delivered new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde. 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 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big.

During the academic year 2022/23, Attainment Challenge Strategic Equity 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. The Strategic Equity Funding the authority receives is reducing over the next three years and in 2022/23 we received approx. £400,000 less than we did in 2021/22.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own department plan for 2022/23 and focuses on the impact we have had.

How have we gathered the evidence for the Standard and Quality report?

- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Our own internal peer review programme
- Evaluations of the work of the Attainment Challenge
- Questionnaires
- Education Scotland Inspections of schools and national thematic inspections
- Care Inspectorate Scotland inspections

During 2022/23 we saw the resumption of Education Scotland and Care Inspectorate inspections. Below is an overview of the outcomes of these:

Education Scotland inspections

Establishment	School QI 1.3	School OI 2.3	School QI 3.1	School QI 3.2	Nursery Class QI 1.3	Nursery Class OI 2.3	Nursery Class QI 3.1	Nursery Class QI 3.2
King's Oak Primary and Nursery Class (Sept 2022)	Not evaluated	Good	Not evaluated	Satisfactory	Not evaluated	Satisfactory	Not evaluated	Satisfactory
Newark Primary (Feb 2023)	Good	Good	Very Good	Good	N/a	N/a	N/a	N/a

Education Scotland National Thematic inspections

During 2022-23 the following schools were visited by HMIs as part of national thematic reviews:

- Bullying in schools – St Joseph's Primary School
- Outdoor learning and curriculum development – Kilmacolm Primary School
- Health and wellbeing – Aileymill Primary School
- Curriculum development – St Columba's High School

Care Inspectorate inspections

Establishment	How good is our care, play and learning?	How good is our setting	How good is our leadership	How good is our staff team?
Craigmarloch School – Onesery (Sept 2022)	Very Good	Very Good	Very Good	Very Good
Rainbow Family Centre (Oct 2022)	Very Good	Very Good	Very Good	Very Good
Bluebird Children's Centre (Oct 2022)	Good	Very good	Good	Good
St Francis Primary School Nursery Class (Nov 2022)	Good	Good	Good	Very Good

Link to the Children's Services Plan 2022 – 2025

We have linked the next step sections of this report to the four priority themes of the next Children's Services Plan 2022 – 2025. These are:

Priority Theme 1:

To utilise our learning from the Addressing Neglect and Enhancing Wellbeing work stream to further embedded GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi agency approaches throughout a child's experience.

Priority Theme 2:

Mental health is everyone's business and it affects all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential.

Priority Theme 3:

To reduce the inequalities of health and educational outcomes linked to deprivation.

Priority Theme 4:

To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.

Key Achievements

- **Reduced the attainment gap in average complementary tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 18% over the past five years**

- **On average 4% more of our leavers achieve level 4 literacy and numeracy than the national figure, and 5% more achieve level 5**

- **P1, P4 and P7 pupils achieving expected levels of literacy remained above the national average in 2021-22, while numeracy achievement was consistent with the national average, returning almost to pandemic levels.**

- **In 2021/22 Inverclyde was ranked 3rd nationally for the % of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 4th nationally for the same cohort gaining 5+ awards at level 6.**

- **In 2021/22 Inverclyde was ranked 3rd nationally for the % of pupils in SIMD 1 and 2 areas gaining the highest tariff score**

- **In 2021/22 Inverclyde was ranked 5th nationally for the overall % of pupils gaining 5+ awards at level 5**

- **In 2021/22 Inverclyde was ranked 7th nationally for the overall % of pupils gaining 5+ awards at level 6**

- **Ranked 7th local authority in Scotland for 16-19 years old participating in education, employment or training, in 2021/22. Increased from 12th in 2020/21.**

- **Pupil attendance during 2020/21 has recovered to pre-pandemic levels of 2018/19 attendance. The same trend was evident within the SIMD 1-2 pupil cohort.**

A1 Continue to promote and develop the Leadership Pathways in Early Years inc developing links within the West Partnership.

A2 Deliver 'Making the Connections' to secondary sector. (Feb – June 23)

A3 Continue to provide a bespoke training offer across the Leadership Pathways to ensure that we are responding to the needs of the practitioners including developing a secondary Principal Teacher leadership and management course.

A4 Fully implement the peer review programme as part of the revised school improvement framework.

A5 Extend the Improving Our Classrooms programme to secondary sector.

We have more than doubled the number of Early Years practitioners registered on the Leadership Pathways. This is a framework which details experiential and formal opportunities and includes EYECOs, Senior EYECOs. Graduates and Deputes this year. Our bespoke programme, as agreed with the practitioners, includes sharing of practice, mentoring and an identified focus for each meeting including Spanish, Online journals, Paths and Woodland Warriors. Participants have evaluated these programmes highly and there is evidence through the annual appraisal system of all related staff that the professional learning from them is now impacting on policy and practice.

To continue on our 'Making the Connections' journey, established last session with primary and early years' deputes, we will be delivering the programme to secondary deputes in the summer term of 2022/23. This gives deputes the opportunity to build their confidence around school improvement, protects time to network, develops daily practice and builds confidence in their role in preparation for headship should they wish to follow this path.

Registration on primary and secondary pathways continues to grow and meetings have been very well attended this year. Again, we have a bespoke programme of input on a variety of topics, identified by the teachers, which includes application and interview skills, managing staff, understanding leadership vs management, improvement planning, legal aspects, budget and evaluative writing. The networks also give teachers an opportunity to share practice, leadership skills and aspirations. We have increased the number of head teachers supporting the Leadership Pathways, sharing their experiences and expertise in a broad range of areas with 50% of primary and secondary head teachers committed. There is evidence from the newly implemented peer review programme that these pathways are impacting positively on both leadership and the quality of learning and teaching.

The Principal Teacher (PT) Middle Leaders' Programme for secondary schools has been our key leadership focus this year. This was introduced by Education Scotland who led an evaluation session to identify training needs, resulting in a 6 session programme including developing a shared vision, strategic planning, managing difficult conversations, improvement tools and exploring teacher leadership. This has been well attended and well received. A key focus of this programme has been to bring PTs within each secondary school together to work more

collaboratively, understand their role as a PT and to develop them as leaders within their school to be a role model for aspiring PTs. Verbal feedback has been positive so far, with practitioners identifying the value of having time to focus on the various aspects of their role.

We have revised our 'Uplifting Leadership' programme this and re-named it 'Uplifting Leaders'. This was due to the fact that whilst evaluations were positive, practitioners felt that it would have been more useful if it linked more directly to their role. As a result, we have brought a more evaluative slant to the 6 session programme where practitioners are looking at themselves as leaders, developing their vision and planning the way forward to achieve this whilst still considering the success of a range of worldwide business and organisations as comparators. Participation has continued to include early years, primary and secondary working together, not only resulting in a deeper understanding of their own leadership styles but it has also developed stronger partnerships between the sectors.

We are now delivering to our third cohort of cross-authority 'Coaching for Success' in partnership with West Dunbartonshire Council. The success of our partnership working was recognised in the General Teaching Council for Scotland's magazine, highlighting the benefits of working across two authorities to not only develop coaching skills but also to build relationships with peers out with our own authority. Feedback from this programme has been most positive with one practitioner saying, *'It's the best professional learning I've ever engaged in, I use it every day'.* Our ongoing focus on coaching ties in with the National Coaching Strategy that is currently being developed and as an authority we will continue to grow in this area.

3 secondary and 6 primary schools are taking part in the West Partnership Young Leaders of Learning programme. This has involved pupils taking forward an aspect of the School Improvement Plan, working with a partner school to offer support with this aspect and taking forward agreed actions. A major feature of this programme are the reciprocal visits between schools to baseline the current situation then return to visit after a period of time to review progress. It is anticipated that pupils themselves will then feed into the school's Standards and Quality report, reporting on progress made.

2 primary and 1 secondary depute completed the Into Headship programme last August and both primary deputes are now in substantive head teacher posts. Participation in the programme this year has risen to five deputes - 3 secondary and 2 primary. Of the 6 Headship posts appointed to in the summer term of 2021/22, 5 of the appointees were internal and 4 had either completed or were in the process of completing their Into Headship qualifications. This is good evidence that we continue to grow our own leaders in Inverclyde.

7 newly or recently appointed headteachers took part in a ten session HT induction programme which we continue to review to meet the ever-changing needs in education. Additions to the programme include Fitness to Teach (GTCS), Verint training on the complaint system and the Self Evaluation Framework. As a result of these sessions, head teachers feel that they have a 'safe space' to share their thoughts, feelings, experiences and also learn on the job. The induction programme continues to be reviewed and evaluated to ensure that it meets the current needs of new Headteachers each year. The induction programme is also open to any Head teacher who wishes to reengage with aspects of it for their own development.

When reflecting on our overall offer of leadership networks, we identified a gap for ASN PTs who are often in a unique role in their establishments or within the authority. As a result, we have established a strong network with the two main purposes being to provide a support network and to develop leadership and strategic skills to build confidence in leading their service or

department. This network has been very well received with several members already commenting that they don't feel so isolated in their role.

Connections with our Newly Qualified Teachers (NQTs) have been much stronger as we returned to the majority of training being delivered face to face. Our 29 primary and 19 secondary NQTs have had the opportunity to get to know each other and share practice and ideas through the introduction of trio working for the first time. Trios are subject specific in secondary to make professional dialogue more relevant and meaningful. We have also introduced trio visits this year to allow the NQTs to observe and learn from each other and provide peer support.

Our revised Authority Peer Review programme is now up and running with 6 establishments having been reviewed so far this session. This involves three days of rigorous evaluation by a team of peer deputes and head teachers, led by the establishment's Education Officer, to validate the establishments own self-evaluation.

All those taking part in this year's programme took part in a 2 day training programme in the Autumn term which was evaluated very highly both in terms of how it prepared staff to take part in the review programme but also that it refocussed leaders on the self-evaluation process after the challenges of the pandemic.

In almost all cases the review teams have validated the establishment's self evaluation. After each review an evaluation is undertaken with the establishment being reviewed and those on the review team. Almost all evaluations have either agreed or strongly agreed that the process has been invaluable for all taking part and that the process is working well. Feedback has been taken and adjustments have been made to the process after each review.

In each review so far an area of best practice has been identified and validated and these will now be shared across the authority so that others can learn from the strong practice identified.

The number of establishments evaluating themselves at good or better for all Quality Indicators (QI) has remained at 92%.

7 teachers successfully completed the Improving Our Classrooms programme last year and 2 mentors were awarded The Qualification for Mentorship, with both qualifications earning masters credits with Glasgow Caledonian University.

2 primary schools completed the Improving Our School programme, upskilling teachers on the features of highly effective practice through a series of webinars and professional dialogue, contributing to a rise in attainment in both schools. We have 1 primary school on the programme this year with very positive feedback from the head teacher on the impact that it is having on learning and teaching.

Due to lower number of applicants for the 2022-23 Improving Our classrooms cohort, we are working in partnership with Renfrewshire Council to deliver the programme. We were delighted to have 4 secondary practitioners joining us at the beginning of the year however for a variety of reasons they have been unable to continue, leaving us with 7 primary teachers completing it this year. Whilst the partnership with Renfrewshire Council has reduced workload in terms of delivery, as leads we feel that we have not had the same opportunity to build strong relationships with participants and as a result will consider this on moving forward next session. The number of establishments evaluating themselves at good or better for all Quality indicators rose from 80% in session 2020/21 to 92% in 2021/22, an increase of 12%. The percentage increase for the Quality Indicator 1.3 Leadership of Change has been 8%. This has been maintained in 2022/23.

Next steps

- Increase participation in Improving Our Classrooms and Improving Our School. Introduce Improving Our Departments to secondary schools.
- Continued focus on Coaching, aiming to run a further 2 cohorts of the inter-authority Coaching for Success programme next year.
- Develop a programme for secondary aspiring PTs to build capacity, ensuring that we have practitioners ready to take that next step in their career.
- Continue to build and develop the PT ASN network
- Continue to deliver year 2 of the Peer Review programme, evolving it in line with ongoing feedback and evaluation.

Development of Gaelic GME secondary provision

- Undertake statutory consultation
- Prepare for the start of the academic year 2024/25

A6 Agree stretch aims with all Primary and Secondary schools by June 22 and monitor progress throughout 2022/23.

A7 Publish revised authority Pupil Equity Fund (PEF) guidance.

A10 and A21 Further develop incorporating S1 – 3 in effectively tracking the Broad General Education (BGE).

A11 and A23 Create a data strategy to ensure a consistent approach to data collection, interrogation, and links to improving progress.

The project lead worked closely with the attainment advisor, central team leaders, all headteachers and partners to develop their stretch aims and Strategic Equity Fund (SEF) plan. This collegiate approach has resulted in the local authority having confidence their aims are ambitious. National comparator data, alongside the analysis of 3-year trends, best performance data alongside unpublished 2021/22 results were analysed to develop stretch aims.

Primary school headteachers were asked to identify pupils in Primary 4 & 7 (no data was available for Primary 1 at this time) where interventions could support them to achieve expected levels. This approach allowed the project lead to challenge schools to be ambitious in their identification and better target central support from project staff. Secondary headteachers were consulted in the setting of SCQF Level 5 and Level 6 stretch aims. When setting the aims, consultation led to consideration being given to appropriate accreditation that leads to positive destinations. All other measures were agreed upon with schools, partners and central local authority staff.

The Scottish Attainment Challenge (SAC) project lead continues to track progress by coordinating individual school visits three times per year from Recovery Associates, who support primary schools with data analysis and interventions. This informs if identified pupils are on track and have the appropriate interventions in place to achieve stretch aims. Reviews have resulted in adaptations to approaches and resources where appropriate.

SAC tracking periods throughout the session are November, February and May, where pupil Achievement of Curriculum for Excellence Level (ACEL) attainment data is uploaded to a tracking spreadsheet. Interrogation of this data focusses on progress towards agreed Stretch

Aims and also allows for improved decision-making. The Project Lead shares this data at SEF headteacher meetings, providing opportunities for headteachers to interrogate their own and others' data leading to increased professional dialogue on what is working well.

Senior Phase data is discussed with Secondary HTs during these tracking periods focussing on progress towards Stretch Aims and positive destinations for leavers with provision of funds to assist with a Supported Study programme for identified pupils.

Good progress has been made towards the ACEL Literacy and Numeracy Stretch Aims with further tracking and monitoring to come at the end of May 2023.

This work has resulted in improved identification of targeted pupils and the interventions to support them through high quality professional dialogue with Recovery Associates and the project lead in each school alongside the improved tracking and monitoring of progress towards achieving the agreed stretch aims through the creation of a Data Strategy.

There have been increased opportunities for collaboration and the sharing of good practice through the SEF Headteacher meetings. These developments have also ensured an even more targeted approach to the use of attainment challenge funding, alongside schools' Pupil Equity Fund (PEF) spend / planning.

Updated PEF guidance is in place to support schools to maximise their PEF spending. All PEF plans have been reviewed by the Attainment Advisor. Education Officers discussed feedback from the Attainment Advisor with individual headteachers. Detailed analysis of plans has identified common themes to further strengthen the use of PEF. This has led to a programme of training that takes place across the year. Primary schools with similar demographics have been grouped into families to facilitate collaboration. This has resulted in termly meetings planned to moderate plans, review data, consider effective tracking of progress and share what is working well.

Updated PEF guidance launched to all Heads in September 2022, and was identified as a case study of best practice relating to PEF by Education Scotland, includes explicit guidance on carry forwards requiring approval from the Head of Education. All schools have been advised that all PEF funds should be committed by the end of March 2023 for the rest of the academic year. All plans have been reviewed centrally by finance and education teams. Education officers have discussed the allocation of funds with individual schools. This has led to all funding, including any underspend, being allocated and planned for. A review took place in November 2022 with a further follow-up in March 2023 to identify any schools that require support to adapt their planning. Through robust monitoring, tracking and targeted support, we have managed to significantly reduce any underspends/carry forwards in PEF over the course of the session. Establishments will continue to be supported in the decision-making process regarding best practice for PEF spends in line with the equity agenda.

The Attainment Advisor and the Data Strategy Lead embarked on individual training with Secondary PTs of English and Maths to demonstrate how the data dashboard can effectively track the Broad General Education (BGE) S1- 3. Positive feedback on the use of the dashboard was received as it enhanced tracking methods in supporting pupil progress through S1 – 3 BGE. Further dialogue with Secondary Senior Leaders will be required to ensure that an agreed tracking process aligns with whole school tracking approaches in each establishment.

To ensure that effective decision-making can take place with confidence, the creation of a data strategy was necessary to support the collection and interrogation of the appropriate data sets within the Inverclyde context. The data strategy outlines the types of data collected, who the

responsible officer is and identifies what the data can be used for and any relevant submission dates to internal/external bodies. The Education Cycle for Improvement calendar was updated with the relevant information around data ensuring this could be used for effective tracking and reporting.

Streamlining of the Primary dashboard and data spreadsheet has resulted in improved tracking and monitoring of the overall levels of pupil attainment, the ACEL (P1/4/7 combined) levels of attainment and provides a focus on the poverty related attainment gap. We will ensure the continued evolution of the strategy increases the confidence of senior leaders in the effective use of data for improvement and also accountability.

Training was delivered to PTs Maths and English on the use of the BGE Dashboard and feedback from this group indicated that it was a valuable tool that could support their decision making in supporting both pupils and staff.

Input to the Early Years data strategy will continue along with training to support practitioners' professional judgements on pupil progress within a Curriculum for Excellence Early Level. An Early Years version of the data dashboard has been created which will be available for use in identified pilot Early Years establishments from August 2023.

Views of all Heads of Establishments were sought and views of participants in authority moderation were gathered prior to creation of moderation guide for 2022-23. Guidance and authority moderation plan was then updated and shared in June 2022. This allowed establishments to build activity into working time agreements and collegiate time across the year. Heads were kept up to date across the session with presentations at Heads meetings, input at Heads Induction session and through educational briefings.

Authority moderation events ran across May 2022. Almost all participants felt that information around the events and preparations for the events were clear and manageable. Almost all shared that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and that the events impacted on their practice.

Inverclyde participated fully across this session in both the National and the West Partnership (WP) Assessment Coordinators networks. Both networks have supported collegiate working to develop and further embed assessment and moderation.

The WP delivered two training sessions to support engagement and eight establishments across all sectors, including Gaelic, participated. Almost all who participated in the WP moderation events and completed an evaluation reported that they found the events useful for future planning and that they benefitted from discussions about the standards with colleagues out with the authority. All clusters within Inverclyde have now had an opportunity to moderate out with the authority.

All establishments were offered an opportunity to participate in Education Scotland Quality Assurance and Moderation Support Officer (QAMSO) training. Secondary and Early Years practitioners engaged and more than half now attend our regular QAMSO network meetings in order to better support their establishment.

Inverclyde QAMSOs have continued to meet regularly to build knowledge and confidence and to offer support. They have developed their own bespoke Train the Trainer package based on the Education Scotland offer to further grow the local assessment and moderation support network.

To support the implementation of quality assessments and to develop confidence in the validity and reliability of teacher professional judgement QAMSOs delivered training on High Quality Assessment. All participants agreed or strongly agreed that their confidence, knowledge and understanding in this area had increased. All were likely to implement into their practice and to share with colleagues.

We are working to widen the QAMSO reach across all areas of the curriculum. With the support of WP Secondary QAMSOs have created training for all Secondary Principal Teachers (PT) to further develop understanding of National Guidance in relation to moderation in the BGE, to understand the benefits of moderation, to look more closely at The Learning, Teaching and Assessment (Moderation) Cycle, to have a greater understanding of the moderation process and how that fits within our everyday practice and to revisit Inverclyde's approach and supporting paperwork. This support will be implemented in the summer term and will be ongoing across next session.

Inverclyde Guidance on the Administration of National Standardised Assessments (NSA) was delayed due to the changing of delivery of phase two over to a new platform. Schools were supported to make this change and all are now accessing the Scottish National Standardised Assessments (SNSA) and their Gaelic equivalent, the Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) within the same online system. A reduced online and recorded training offer has been delivered by the new providers including changes to the way the platform is presented, and to the way administrative functions are organised.

ACEL guidance was again shared with primary and secondary schools to provide support with SEEMiS Progress and Achievement input, to outline a clear timeline of activity and to provide resources and materials to support assessment. We maintained submission of timely, quality assured data to Scottish Government.

Next steps:
- Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap
- Review support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete
- Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education
- To engage with Secondary Senior Leaders to agree tracking approaches that supports the needs of each establishment
- Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN
- Pilot Early Years dashboard with identified Early Years establishments
- Continue to work closely with Secondary establishments to support effective tracking and monitoring of the BGE (S1-3) and Senior Phase data
- Review Data Strategy for impact

> **A8** Deliver Career Long Professional Learning (CLPL) on the school improvement cycle throughout 2022/23 alongside the publication of a clear school improvement framework document.
>
> **A9** Review Cluster working held over from 2021/22.

The attainment advisor has led a year long programme "Manageable and meaningful" to support school leaders to review and evaluate their approaches to self-evaluation and quality assurance. This programme has allowed leaders to reengage with best practice as well as engaging in the 2 day peer review training and real time programme of reviews. This course has been very well evaluated.

The content of the course has reinforced the service's internal approaches to self-evaluation, quality assurance and the development of a School Improvement Framework, alongside an annual calendar overview of all key activities.

In November 2022 the annual Heads of Establishment conference focussed on cluster working. Heads worked in cluster groups over the day to evaluate the effectiveness of their current approaches and consider next steps in development. The Head of Education is now meeting with Cluster chairs on a termly basis to take this forward and agree future approaches and models to cluster working, including a refocus on curriculum development. Education Scotland are currently working with the service to review and consider the best approaches to take.

Next Step

- Launch service's School Improvement framework alongside year 2 of the peer review programme
- Further develop regular cluster chair meetings alongside models for cluster working

> **A12** Implement the revised Parental Engagement Strategy.
>
> **A13** Build on recent improvements and creative approaches to further develop communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.

We have reviewed and refreshed our Parental Engagement Strategy. The review of our strategy was to be supported by Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance, explaining the purpose of the legislation and the duties placed upon Education Authorities, schools and headteachers to involve and engage parents in their children's learning and the life and work of our schools. The statutory guidance is still to be issued to education authorities. In addition, the launch of the refreshed Learning Together Strategy, which will set out a clear vision, goals and aims for parental engagement, learning at home and family learning has also been delayed. We continue to be supported by the present national documentation.

The Strategy was launched to Parent Council Chairs and all Heads of Establishments across August and September 2023. The Strategy is also available on the Inverclyde Council website. Further support to engage with the Strategy to support work with families was provided at a Head

Teacher induction session and as part of the Newly Qualified Teacher programme. As a result of this work the Strategy is now easily accessible and known to all stakeholders.

As part of a range of information, data from the National Parental Engagement and Involvement Census informed the refreshed strategy and strengths and next steps were shared with parents and Heads. The national census data has been shared with individual schools to allow them to review and improve their impact regarding each of the three key aspects, that is, home-school partnerships, learning at home and parental representation, and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained. Schools and Parent Council Chairs have evidenced use of this data at recent peer reviews and at Parent Council meetings to support planning for improvement.

As part of our ongoing work to increase parental engagement and family learning a package of professional learning has been created by Education, Attainment Challenge Team, Community Learning and Development and Libraries and will be delivered and evaluated over the remainder of this term. This offer is for practitioners and staff who have responsibility for or are involved in supporting children and families. It will support them to develop home/school partnerships and to action next steps as highlighted by the Parental Engagement and Involvement census.

The sessions take account of The Education Scotland Strategic Framework for Parental Involvement, Engagement, Family Learning and Learning at Home which was developed in response to the demand for clarity on what practitioners need to know when engaging and working with parents and families. The sessions will develop an understanding of the legislative and statutory framework, further support engagement with Inverclyde Parental Engagement Strategy, share the value of working in partnership, reflect on practice examples of partnership working, consider barriers faced and how to overcome them and support settings to self-evaluate how effectively they work in partnership with families and communities.

To further develop consultation, collaboration and participatory budgeting Heads of Establishments are now required to detail parent and partner engagement in Improvement Planning and Pupil Equity Fund (PEF) spend. Settings are asked to undertake consultation with staff, pupils and parents on Improvement and Planning and PEF spend, provide time and space for all to debate and deliberate and to report on the outcome thus strengthening pupil and parent voice and realising their right to participate. All schools detailed approaches to how stakeholders views were collected and how PEF spend was consulted on through School Improvement Plans for 2022-23.

On Wednesday 18 January 2023, Inverclyde Education department and Inverclyde Health and Social Care Partnership (HSCP) hosted an event for parents of young people with an Additional Support Needs who would require an enhanced transition post school. The event included a workshop led by the Association for Real Change (ARC) and parents were also able to meet with various organisations who may be able to offer support and opportunities beyond school. 32 parents attended from across six of our schools. Parents commented that they enjoyed the session and found the information useful in helping them to plan and prepare for post school with their child. From the feedback received we will continue to offer these types of events and raise awareness of the range of opportunities and supports that are available.

We continue to fully support parental representation and to consult and collaborate with parents. Implementing feedback from our Parent Council Chair evaluations session 2021-2022, we have provided a total of four opportunities, both face to face and online, for representatives to come together in discussions around education developments, operational issues, and other

community issues across this session. Launch of the Parental Engagement Strategy and census feedback, application for grants and funding, uniform consultation, Connect offer, Service Improvement Plan updates, updates on key and current issues such as strike action, transport and holidays, Committee and budget updates were some of the topics discussed. We have also continue to provide a platform for Chairs to ask questions and to share their successes and what is working well for them. Parent Councils continue to be supported by an updated support package of templates, exemplars and guides to help Parent Councils run smoothly and bespoke support continues to be offered to those Parent Council groups who request this.

Numbers attending our Parent Council Representatives meetings are not stable. Of those who attended our meetings last session and completed the evaluation, almost all reported that rate the meetings four stars or better. An evaluation for this session has been shared with representatives, to seek their views on what is working well for this group and what we could do to improve. This will be used to inform plans and contributions for the coming session.

We continue to have parental representation on the National Parent Forum of Scotland and actively engaged with the process for electing a new parent representative onto the Inverclyde Council Education and Communities Committee following our scheme of arrangements. We are yet to elect a new parent representative onto the Committee.

Inverclyde Council continues to provide financial support to enable parent councils to operate and provides parent councils with membership to Connect. Parents from five establishments have engaged in training events for parent councils across this session with all participants agreeing or strongly agreeing that the information in the sessions had improved their understanding of the topic and given them ideas to take away. All participants rated the experience of the sessions as good or better.

ParentsPortal was launched in February 2022 with the Clydeview Academy cluster and rolled out to all schools on a rolling programme, with all schools able to use the system by May 2022. We continue to raise awareness of ParentsPortal with schools to increase usage. This has included a demonstration of the ParentsPortal facility at the Heads of Establishment meeting and at the Clerical staff training event held during February INSET. The system has also been promoted to parents through Inverclyde Council and schools social media platforms. We have allowed access to the following facilities: reporting absence, primary parents evening booking, updating contact details, permission slips and calendar. Currently 32% of pupils are linked to their parent on ParentsPortal. To date, since the start of this academic year approximately 2000 parents have linked to their children's record on the system. Other highlights of the use of the system include 65 trips and events having the permission slip processed through ParentsPortal and three primary schools have organised timeslots for parents evening through the system. The most used feature of the system is the absence reporting function, in the seven months that this has been in use over 4000 absence events have been reported.

Next steps

- Continue to support and monitor the implementation of the revised PIE strategy
- Continue to develop ways to encourage greater engagement of Parent Council Chairs at authority events
- Ongoing support for ASN parents at key points of transition including the development of ASN support groups for parents
- Ongoing promotion of the use of ParentsPortal

A14 To continue to enhance the role of the Recovery Associate with a clear focus on data interrogation linked to effective deployment of resources to address the recovery of attainment within each establishment.

A15 To intensify support for targeted schools focusing on recovery and closing the poverty related attainment gap.

A16 To provide opportunities for collaboration supporting the sharing of good practice.

A18 Support Class Teachers in the effective deployment of PSAs staff to maximise impact on pupil attainment

A19 Continue to develop the PSA role in accessing and implementing evidence-based interventions to support pupil recovery

The role of the Recovery Associate continues to develop and their support to targeted establishments is proving very valuable. The Recovery Associates provide support and challenge to establishments focusing on the robust interrogation of attainment data and resource deployment to support improvements. Professional dialogue is key to the support provided and the opportunity to share good practice ensures that it is a learning opportunity for both parties. Feedback from Head Teachers has been very positive to the supportive, yet challenging nature of the Recovery Associate role. The opportunity for Recovery Associates to meet once a term prior to their visits to each establishment allows for valuable professional learning and the sharing of expertise.

Their work has supported establishments on their improvement journey where Professional dialogue enriches the process of data interrogation. As a result improved targeted deployment of resources to address identified outcomes is evident during peer reviews and has been positively identified by Education Scotland in both inspections this year.

While funding for the role will cease in June 2023, the approach will continue through SEF Head Teachers meetings, where establishments in their family groupings will share their data and support and challenge one another in a collaborative manner.

Outreach Teacher support continues to make a positive impact through an intensified early intervention approach, targeting establishments based on data interrogation.

Pupil Support Assistants (PSA) continue to make valuable contributions to the learning journeys of our children and young people. Coaching and Modelling Officers (CMOs) provide highly effective support to the PSAs in their role of supporting pupils learning. Outreach Teachers in targeted establishments also continue to provide modelling of evidence based pedagogical approaches to support pupil learning and increase the confidence of PSAs.

Throughout the Peer Review programme the work of PSAs and how schools are supporting them through training and effective deployment linked to ongoing tracking processes, has been identified as effective and strengths. In Education Scotland and Care Inspectorate inspection reports their work has also been identified as highly effective.

Officers and school leaders have worked with partners including the RIC, to develop online training materials both for school leaders to support the effective deployment of PSAs as well as

supporting the development of the Pedagogy and Support for Equity (PASE) web blog, which will provide a sustainable model of quality CLPL moving forward.

Next steps

- Incorporate the Recovery Associate model within the SEF Head Teacher meeting providing opportunities for support and challenge through collaborative working in establishment family groupings
- To continue to use data to effectively provide intensive support to establishments through the Outreach programme
- To use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice
- To continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog as a training tool for establishments
- Roll out of the Literacy Strategy, with a focus on highly effective teaching of reading.

A22 Support Early Years (EY) establishments to incorporate the steps needed to use the dashboard within their improvement plans.

Input to the Early Years data strategy will continue along with training to support practitioners' professional judgements on pupil progress within a Curriculum for Excellence - Early Level. An Early Years version of the data dashboard has been created which will be available for use in identified pilot Early Years establishments from August 2023. Ongoing dialogue with the Quality Improvement Manager for Early Years will continue as we look to best support the roll out of the programme to all Early Years establishments.

Next Steps

- Further collaboration with the Early Years team to support the pilot of the project within identified establishments
- Identification of the Early Years establishments that will form the pilot programme
- Further develop the use of data in early years alongside developing a more effective planning and assessment cycle across all early years establishments and nursery classes

A24 To use digital tools (website, Forms, Teams) to further enhance awareness of and access to pedagogical approaches covered by the Coaching and Modelling Officer (CMO) team.

A25 To prepare for and engage with central Government's commitment to a 1:1 device programme for pupils.

A26 Carry out improvements to the school Bring Your Own Device (BYOD) network to allow better access for pupils and staff using their own devices.

A27 Refresh of staff devices along with associated training.

A28 Where appropriate, move towards more in-person training.

A29 Continue to develop the Inverclyde Digi site in order to provide a central, up-to-date resource for the digital development of staff.

A30 Effective deployment of Inverclyde's new, in-house Promethean trainers.

A31 Prepare for the Digital CMO's return to substantive post by engaging with key digital practitioners across Inverclyde to deliver appropriate training.

The Education Officer for Digital (EOD) worked closely with the Attainment Challenge Project Lead and CMOs to develop the PASE (Pedagogy and Support for Equity) Web Blog which will be used by establishments to support quality CLPL. PASE Site development is ongoing, with a full draft now completed and a launch scheduled for April 23. The site is to be expanded to include input from Early years and CMOs around Play Pedagogy. The web blog will provide a sustainable model of quality CLPL moving forward and will act as a single, accessible hub from which future developed CLPL can be made available.

The EOD conducted an initial evaluation exercise to consider the suitability of different types and formats of devices within the Inverclyde context. This included initial planning discussions with Inverclyde's IT team to develop awareness of the challenges associated with a large influx of devices and the associated need for connectivity, central management and training.

Since the submission of Inverclyde's response to the National Digital Discovery Survey in February 22, the EOD, along with colleagues from IT, engaged with the Government's Digital Learning Unit (DLU) Workshop in November 22. The DLU presented their findings to authorities in December 22 and advised they will be engaging with Scottish Government and COSLA to consider next steps for the pupil device programme. The presentation did not specify a timeline or indicate any model for device procurement/provision, and there was no allocation for this in the Government's latest budget.

Inverclyde's preparation for Scottish Government's pupil device programme is currently on hold due to an expected delay to anticipated funding/hardware being made available.

Following the submission of Education's BYOD development proposal in August 22, Inverclyde IT were able to feedback in February 23 regarding the inability of third-party contractors to deliver on the proposed specification.

Following on from this, the EOD worked with IT to explore what BYOD provision could be made available as a best endeavour, given the limited options and resources available. As a result of the systemic and financial challenges associated with BYOD development, a Digital Governance Group will be formed in order to drive the development of a suitable BYOD provision.

Since the completion of the primary and secondary teacher device refresh projects, all Inverclyde teaching staff have access to a new style LCD (non-projector type) Promethean board and a new laptop in their classrooms. Due to funding limitations, it was not possible to issue a laptop to every member of teaching staff. However, due to a pressing need for new hardware a new laptop was assigned to every classroom.

The impact of the new hardware has been transformative as it has allowed teachers to be more confident in the reliability and performance of their equipment. In turn this allows them to make more effective use of digital tools as part of teaching and learning. The introduction of reliable devices with cameras has also made online CLPL far more accessible to practitioners than before.

The introduction of new hardware in classrooms has made engagement with digital focused CLPL easier, more effective and impactful. Inverclyde's Promethean trainer team has reduced in number since the withdrawal of two members. However, the remaining members engaged in an initial round of in-person training which will be followed up with a second round in the coming summer term. This offer involves bespoke sessions in keeping with the needs of individual departments/establishments.

In addition to this, live online Promethean training is scheduled for delivery from April 23 onwards. This will be delivered in partnership with Promethean and will target individual practitioners rather than department/whole-staff audiences.

Inverclyde's two Child Exploitation and Online Protection (CEOP) Ambassadors have delivered two of the six in-person sessions planned for between February and June 23.

The West Partnership delivered separate Primary and Secondary focused West OS Training which provided practitioners with further insight and updates regarding the West OS offer. The secondary input was particularly beneficial given the senior phase focused exam preparation options on offer.

The EOD worked in conjunction with Glasgow's Digital EO to initiate the West Partnership Digital Champions group. Practitioners from primary and secondary schools in Inverclyde attended the initial session where they joined other digital-focused practitioners from other West Partnership LAs to engage in the sharing of effective practice and consideration of larger digital education issues that can be more effectively tackled as a RIC.

The digital training delivered, and currently on offer, provides opportunities for practitioners to develop their skills in terms of classroom practice, child protection and accessibility. The Digital Champion model is allowing practitioners to share effective practice contributing to a growing community focused on realising the value of digital practice.

Next Steps:

- Establish the Digital Strategy Governance Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy.

- Continue to refresh computers including a small scale refresh of EY machines using desktops recovered during refresh and critical user devices for Senior Leaders and admin teams

- Continue to develop a digital CLPL programme for session 23/24

A32 Continue to evolve the project to embed the practice in all P1 classes and support the transition of current P1 pupils into P2 by offering training for all P2 practitioners

A33 Ensure that there is analysis of P1 21/22 outcomes to be clearer on impact of the project

A33 Link the work of the project to an overall review of the literacy strategy for the authority thus ensuring a coherent and consistent approach to the teaching of core literacy skills across the early level

A34 Continue to ensure that practice and pedagogy across all early years establishments is consistent and progressive

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Prior to the start of 2021/22 a logic plan was developed with clear outcomes for the development of Play across all P1, P2 and P2/3 classes in Inverclyde. The strategic group for play pedagogy implementation, reviewed this plan and monitored its progress during 2022/23.

The Quality Improvement Manager for Early Years, the SAC project lead worked closely with Coaching and Modelling Officers for play, an external provider, Education Scotland and colleagues in the West Partnership to implement the outcomes within this plan.

A range of bespoke training programmes were developed and offered to all primary school staff across P1, P2 and P2/3 by Play Coaching and Modelling Officers and an external provider.

Practitioners across P1, P2 and P2/3 attended almost all sessions, with all schools being represented. Training was rated as 8.5 out of 10 for supporting the implementation of play pedagogy.

Skills sessions for all P1, P2 and P2/3 practitioners achieved 100% attendance and reported increased confidence in understanding of direct instruction and guided play across provisions, identifying skills used in play, and planning for skills opportunities.

Monthly network meetings were provided by Play CMOs with further targeted input from Education Scotland. Sessions were available for all EY, P1, P2 and P2/3 staff and focused on increasing staff knowledge on child development, observations and documentation, as well as providing opportunities to network and visit play spaces in different schools. Attendance rose to 60 participants at many sessions. Attendees reported sessions supported them in developing better understanding of child-led practice, meeting individual needs and in using high quality observations to inform planning and assessment. As well as this 10 P1 teachers enrolled on Froebel in Childhood Practice course with Moray House, Edinburgh University.

Members of staff from Inverclyde Educational Psychology Service have been working with 6 establishment based practitioners to support enquiries in their own setting. practitioners who are involved have received coaching in the use of the collaborative action enquiry approach. As a result of this they are currently going through the Assess-Plan-Do-Review cycle. This action research approach allows for adaptations to be made to interventions as a result of feedback received in order to improve pedagogical practice on an ongoing basis. The 6 practitioners involved in the evaluations will complete their work in May 2023. At this point these will be collated in collaboration with members of staff from Inverclyde Educational Psychology Service.

Monthly CLPL shared with practitioners and leaders via a Thinglink focused specifically on, something to read, watch and listen each month linked to particular play themes. Thinglink statistics show that there are around 30 to 40 unique views each month, further facilitating the sharing of practice across Inverclyde.

Bespoke packages of support provided by Play CMOs to schools and individuals focused on the development of environments, observation and coaching for staff. All staff report a direct impact on their knowledge, skills and confidence across these areas.

A Range of tools which included slides, proformas, training presentations, research and audit tools, all facilitated to the development of a Play Teams page. This provided practitioners with a suite of play pedagogy resources covering many subjects also available on PlayInverclyde Padlet.

The majority of Depute / Head Teachers completed a survey on the implementation of play pedagogy in P1. Most reported that they were confident or very confident that their P1 environment allowed for high quality child-led play experiences. The majority were confident or very confident that their P1 staff were skilled in their interactions with children at play. Some were confident or very confident that P1 staff were using high quality observations to inform planning and assessment and this remains an area for development. The majority of HTs felt confident or very confident in their own understanding of play pedagogy, this had fluctuated over the year as they implemented and embedded play and developed a deeper understanding. Those HTs who

felt most confident had also attended the training on Assuring Quality in Play Pedagogy with Education Scotland.

The majority of P1 staff completed a survey on their implementation of play pedagogy, of which most% reported that they were confident or very confident that their P1 environment allowed for high quality child-led play experiences. The majority were confident or very confident in their interactions with children at play. Some were confident or very confident in using high quality observations to inform planning and assessment, this has been identified as an area for further improvement.

All staff who attended the Network meeting on observation facilitated by Education Scotland, reported feeling more confident after the session.

P1 staff could clearly identify play pedagogy leadership in their school, this was achieved through play working parties with lead practitioners they reported they felt confident in implementation of play pedagogy in their own classroom. Those practitioners who expressed increased confidence and progress, also highlighted the importance of targeted deployment of PSAs in the implementation of play provision and of flexible child-led approaches with other adults (such as recovery teachers) who provided further opportunity to observe and assess through play.

Further feedback from P1 and P2 teachers reported higher levels of engagement and wellbeing of the children in their settings. Staff reported an increase in their own motivation and wellbeing, due to having greater autonomy in both the setup of their spaces and the balance of their day.

Almost all schools sent PSAs to Play sessions offered by Play CMOs which focussed on supporting the adult's role in play pedagogy. Over 140 PSAs attended with 100% of the evaluations, reporting an increased understanding of play pedagogy. Some reported that they were able to fully support play pedagogy in class due to delivering specific interventions with individuals and groups.

Training on Play was facilitated for Scottish Attainment Challenge CMOs and outreach teachers, this highlighted the importance of observation of children at play. Some outreach teachers reported that there continued to be challenges around their current remit, which often required them to remove children for focused input and assessment, this could sometimes result in children being interrupted when they were fully engaged in play, this has been identified as an area for ongoing development.

Some schools facilitated a 'Power of Play' workshop with parents/carers of P1 and P2. Of these workshops that have already taken place, Play CMOs delivered 67% of them. 100% of parents/carers who attended the workshops reported a greater understanding of how children learn through play at school, while 86% of parents took a 'play pledge' that they would provide more opportunities for play outside of school for their child.

Over half of schools report that they are providing regular 'Stay and Play' sessions for families in P1 and P2 during the school day. Some schools reported that they are providing (or have plans to) facilitate an after-school club where families can experience different types of play together.

In 2021/22 Primary 1 attainment i.e. the achievement of the early level was improved overall as an authority. Most schools reported no obvious negative impact on attainment or progress as a result of the change and development in pedagogy. In most cases the increased access to play for P1 pupils across 2021 – 23 has actually better met the level of need of some pupils affected

by the pandemic including increased periods of time at home during their early years of development.

Good practice already identified by the authority was confirmed in the Newark Primary Education Scotland inspection report of February 2023, *"Teachers at early level support children's learning successfully using embedded play-based approaches. They engage frequently with national practice guidance to develop further their understanding of how children develop and learn through play. They create learning environments that support children well to be curious and make independent choices. Staff ensure there is a good balance of child and adult initiated learning. These approaches impact positively on children's experiences and readiness for learning."*.

It was reported by nurture and class practitioners that the numbers of children who would traditionally have attended a targeted nurture class due to their social and emotional needs had remained the same or increased over the last 2 years, however, the number of inappropriate referrals (i.e. those referrals where a universal change in approach or environment could better meet the needs of a child) has decreased.

Next steps:

- Further develop Inverclyde's vision for play, aligned to the West Partnership Principles for Play.
- Continue to develop leadership of play pedagogy across all early year's establishments and Primary Schools developing this across all levels.
- Continue to engage in inter-authority working to develop best practice in play, through work with West partnership and our Inter-authority trio.
- Further develop tools for P1, P2 and P2/3 staff to support planning, assessment, implementation and sustainability of play.

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

B1 Implement Year 1 of the SAC Refresh plan and Further develop Years 2 – 4 of the strategic plan in line with the *"Framework for Recovery and Accelerating Progress"*

B2 Identify clear Stretch aims as well as clear outcomes and measures and associated teams to deliver support to achieve agreed targets

B3 Create a Data Strategy to support all staff in effectively using the datasets we collect (link to A23)

B4 Continue to provide support and challenge in relation to PEF Budget setting, monitoring and identification of impact – PEF guidance published including clear outline of budget monitoring process

The project leader has very effectively assumed responsibility for all aspects of the attainment challenge project since 2021/22. This has resulted in a SEF plan that encompasses all aspects of the attainment challenge. A localised version of the Scottish Attainment Challenge logic model has been created, with short-term goals outlined that direct our annual plan. Headteachers are familiar with the logic model and have reviewed how the model aligns to their own planning.

Work streams have been agreed that will drive forward the logic model short-term aims. These include leadership, teaching learning and assessment, wellbeing and families and communities. This has resulted in all contributors of work streams, including partners, creating annual planning with outcomes and measures and termly action plans linked to the logic model. Interrogation of data continues to support the decision-making of SEF planning. A data framework has been created to give further clarity on the types and usage of data for schools and local authority to further track and monitor progress and impact.

A more targeted approach to resource deployment has been evident, for example, outreach teachers now target seven schools instead of twelve. This intensified and targeted approach is based on ACEL data for the BGE.

In addition to the identification and agreement of Core Stretch Aims, the project lead met with partners to identify Core PLUS Stretch Aims which sit directly within the Inverclyde context. The Core PLUS aims focussed on Care Experienced Young People (CEYP), Family engagement through "Readiness to Learn" working closely with Barnardo's and accessing accreditation and awards for our young people through CLD Secondary input.

The result of the increased collaboration with partners has led to identified workstreams to deliver on the agreed outcomes which in itself as further focused their work.

The highly effective use of data has supported improved decision making alongside the ongoing development of the data strategy referred to above and has provided a sustainable model for supporting establishments and Senior Managers in the has use of specific data sets. As a result targeted support for Attainment Challenge establishments based on evidence linked to an early

intervention approach (aimed at P1 – 3 pupils who are SIMD 1 & 2) continues to positively impact pupil progress.

The continued support provided by CMOs delivering evidence-based approaches to practitioners and establishments is increasing practitioner confidence.

As above updated guidance created is providing a clear approach to the use of PEF to support the equity agenda and through improved tracking and monitoring we have observed a significant reduction in any potential carry-forward.

Tri-annual tracking is followed up with dialogue with establishments ensures the implementation of PEF plans remains a high priority and to provide advice if the plan requires amending.

Next Steps:

- Review SEF Years 2 – 4 planning based on current data and evidence
- Continue to provide intensive support to establishments based on data with a focus on early intervention
- Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable
- Continue to work effectively with partners to support children and families across Inverclyde
- Continue to support establishment with their PEF planning

B5 Review the offer of Family Learning available for children and families

B6 SAC and CLD to engage with North Ayrshire Family Learning programme to improve the service offer within Inverclyde

B7 To continue to work with the family Support Worker service in meeting the needs of targeted children and families.

B8 To increase opportunities for face/face support for children and families as restrictions ease

B9 To access additional funding to upscale the service provision across other Directorates within Inverclyde Council

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Partnership working is crucial to the success of closing the poverty related attainment gap and through effective collaboration and planning we continue to support our most vulnerable children and families. Initial engagement with North Ayrshire Family Learning programme provided an opportunity to reflect on and improve our own Family Learning offer.

Good progress continues to be made by the CLD (Primary Team) in the majority of schools, owing to planning with Head Teachers and teaching staff to deliver programmes focussed on family learning opportunities and parental engagement. Drop-in sessions, along with chat and craft programmes continue to engage parents. A reading audit was also carried out with the P3 and P4 parents of St Francis, with 20 parents taking part in the audit. The findings of the audit supported increased family reading opportunities across the school linking directly with the school's improvement planning. A further 92 adults and 106 children have engaged with programmes across 12 Primary Attainment Challenge Schools. This was made up of 34 existing

families and 58 new families participating in the family learning, and parental engagement programmes.

In addition to the planned programmes, St Patrick's parents and School were assisted in submitting a successful Warm Hands of Friendship bid £2,975 to support Broth and Blether session, with the first session being successfully delivered in December. These sessions allowed families to come together, enjoy hot soup, refreshments, clothes recycling project, and chat as a school community, meeting staff as well as finding out about wider learning opportunities.

Partnership working with Barnardo's continues to positively impact our most vulnerable families through targeted, bespoke interventions. The service uses an out-comes tracking matrix to identify a base line measure and track distance travelled for each of the family's targeted outcomes. The tracking matrix uses a range of statements that relate to a scale of 1 to 5. Data indicates that 79% of parents and 82% of children and young people (CYP) who have received a bespoke intervention have shown improved mental and well-being. Furthermore, 83% of parents have a better understanding of how every day care, help and responses assists children's development in all areas.

Interventions and participations that have assisted the families to achieve these outcomes are as follows:

- 247 children and YP have participated in a range of One to One or Drop-In interventions that have addressed loss & change, increased emotional literacy, improved self-beliefs, and improved and increased their understanding of positive relationships.
- 32 Children and YP have participated in outdoor therapeutic interventions to improves both their physical and mental wellbeing. (This has assisted children, young people to counter the stresses they face in their lives and the legacy of traumatic experiences including the covid 19 pandemic)
- 32 children and young people have participated in the LIAM programme and/or other intervention to address low level anxiety
- 220 parents have participated in attachment-based parenting interventions helping them to understand how everyday care and help promotes positive mental health and wellbeing for their child. These interventions have been offered within the family home and at the service base
- 35 parents have accessed parent drop in school that offers parents advice, guidance, and brief interventions (this intervention is also available on a universal level in school)
- 13 parents have participated in a season for growth programme that enables them to address their own loss and change as well as considering the responses and interaction that children and young people need to manage loss and change.
- 52 parents are accessing a financial assessment and action plan to help to reduce the impact of poverty
- 75 parents have accessed brief intervention to address issues of poverty such as, rent arrears, food poverty, fuel poverty and poor household conditions.
- 42 parents have access housing support to address inadequate accommodation
- 64 parents are engaging in outreach support within the family home to establish routines that provide consistency and predictability for children

Good progress continues to be made in accessing additional funding to support Whole Family Wellbeing. Access to the Whole Family Wellbeing Fund has ensured a joined-up approach focusing on early intervention and signposting to specific family support services. A detailed plan has been created through collaboration with Education, HSCP and Health partners and is based

on the findings of an initial audit of available family support services across Inverclyde. Ongoing dialogue and planning will result in the implementation of a plan that will effectively support our most vulnerable children and families at the earliest possible opportunity. Barnardo's has also had access to two forms of funding to support families with the impact of the Cost of Living Crisis – these are Barnardo's 'Cost of Living Fund' and Inverclyde Council's 'Warm Hand of Friendship Fund'.

The Barnardo's Fund has allowed families who are open to the service to receive emergency funding to help with utility and food costs. In addition, the funding has been used to fund other resources for families, which includes a cooker, carpets and winter clothing. 15 families have been supported from this fund – mainly attainment but this is a service wide figure.

The Warm Hand of Friendship Funding has been used for the service to provide a 'warm space, tea, coffee and soup'' for families once per week at the service base. This fund has also been used for families to access funding for utilities, food, winter footwear and travel costs. Access to both sources of funding and the differing criteria has allowed us to provide the support to families open to the service for support, but also to families not open that have been identified by school as being in need of financial assistance. 30 families have been supported through this fund – mainly attainment, but this is a service wide figure.

The financial inclusion worker has also supported in excess of 30 families who are on low incomes to link in with Home Energy Scotland at the service base to register for and receive additional utility vouchers.

After bespoke interventions by Barnardo's Family Support Workers feedback provided indicates:

- CYP are less stressed and have improved emotional literacy
- CYP are more able to sustain the classroom environment and engage in their learning
- CYP have improved positive self-beliefs
- CYP have improved peer relationships
- Parents have a reduction in stress and demonstrate increased emotional availability for their children
- Parents are engaging with specialist services and agencies in relation to areas of adversity
- Families have increased resources and income
- Families are living in safer communities and are living in adequate housing
- Parents have increased understanding of their child's developmental needs
- Parent's expectations of their children are realistic in relation to age & stage of development
- Parents are taking responsibility in their role to provide consistent predictable routines for children & providing everyday care & help
- Parents have established appropriate age and stage limits and boundaries
- Parents are more emotionally available for their children

Next Steps:

- Continue work with Barnardo's to review the referral processes ensuring early interventions and appropriate signposting to relevant support services
- Continue to support Barnardo's through the development of an action plan to improve the "readiness to learn" of children in targeted families
- To review the referral process for access to the Family Support Worker service to ensure timely interventions that meet children and family need

- Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund)

Evaluation of attainment in Inverclyde

Curriculum for excellence reported levels

The annual Achievement of Curriculum for Excellence Levels (ACEL) return collects data from all publicly funded schools and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2022. Overall Inverclyde only lies below the national average in Numeracy at S3. Otherwise the Inverclyde performance matches or exceeds the national average.

Attainment across the BGE (June 2022)

Inverclyde	P1		P4		P7		P1,4,7 combined		S3	
	Inv	*Nat*	*Inv*	*Nat*	*Inv*	*Nat*	*Inv*	*Nat*	*Inv*	*Nat*
Reading	84	79	76	76	79	79	80	78	92	88
Writing	81	78	72	70	75	73	76	73	90	87
Listening & talking	93	86	89	85	87	86	89	86	93	89
Literacy	79	74	69	67	73	71	74	71	89	86
Numeracy	85	84	78	75	78	76	80	78	88	89

*Source: Scottish Government, 2022 (*Supporting documents - Achievement of Curriculum for Excellence (CfE) Levels 2021-22 - gov.scot (www.gov.scot)
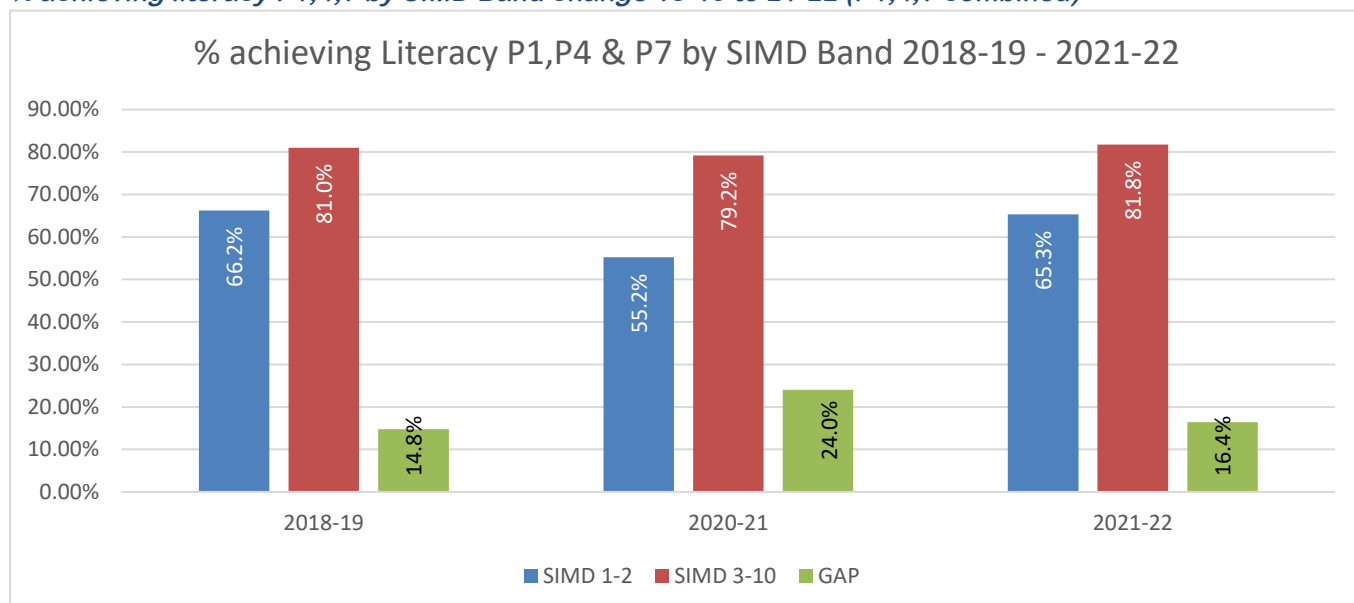
The charts below show that Inverclyde has followed the national trend of three year improvement before the disruption to learning related to the pandemic in 2019/20. June 2021 figures show the impact of this disruption on primary attainment at both authority and national level, but for June 2022 figures we can see a positive move towards pre-pandemic results and also above the national average percentage.
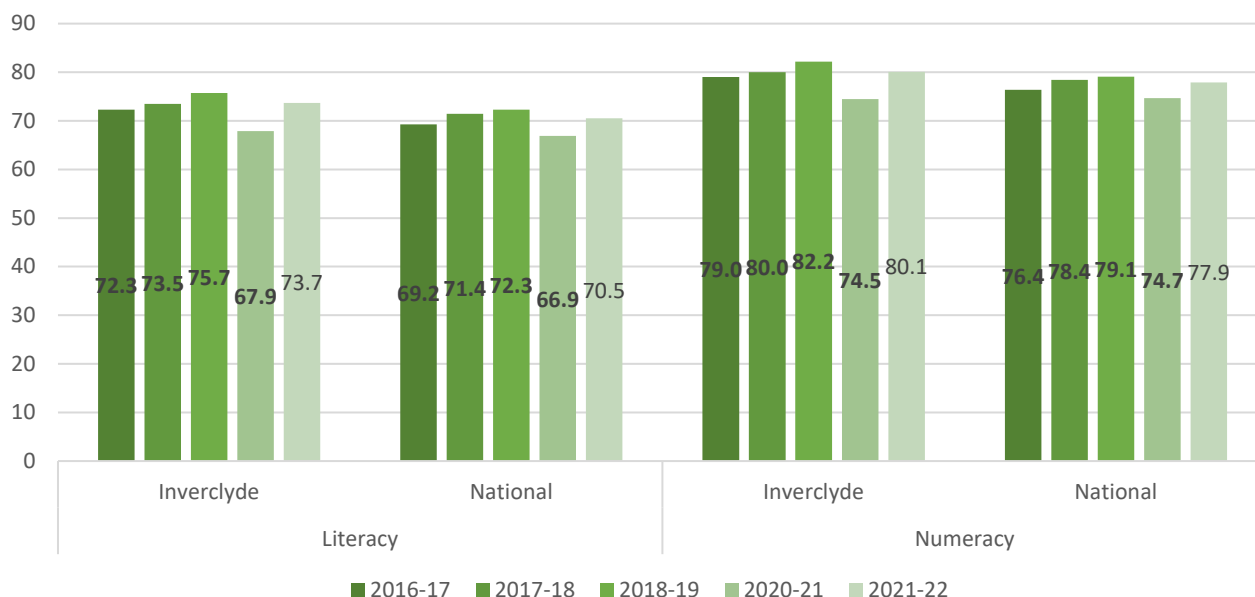

% of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined
*Source: Scottish Government, 2022 (*Supporting documents - Achievement of Curriculum for Excellence (CfE) Levels 2021-22 - gov.scot (www.gov.scot)

In measuring the poverty-related attainment gap, the comparison nationally is drawn between SIMD deciles 1-2 and deciles 9-10. However, Inverclyde have a very small percentage of the school population living in quintile 5, and therefore locally the measure often used is between deciles 1-2 and deciles 3-10. The chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy and numeracy for pupils in SIMD 1-2 compared to SIMD 3-10. The attainment gap has been reduced by 7.6`% in literacy and 9.1% in numeracy between 2020/21 and 2021/22.

***% achieving literacy P1,4,7 by SIMD Band change 18-19 to 21-22 (P1,4,7 combined)***
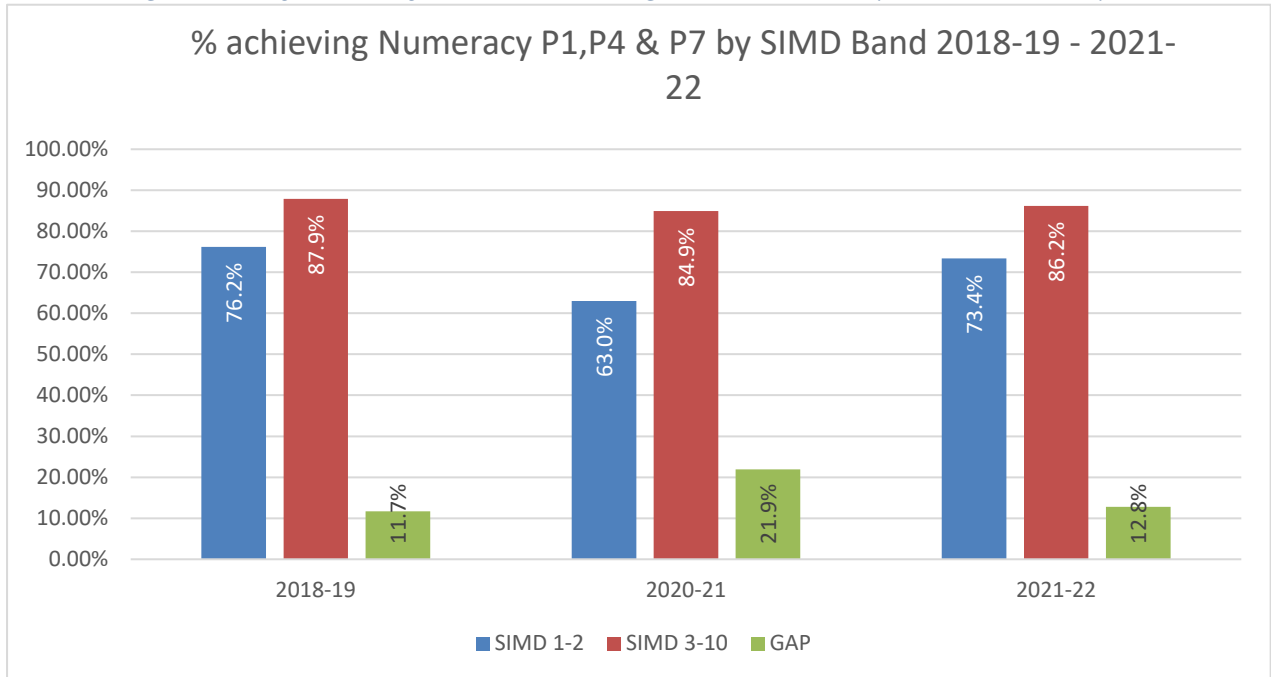
Local Government Benchmarking Framework (LGBF): Awards at Level 5 and 6

The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services. The LGBF helps councils compare their performance against a suite of efficiency, output and outcome indicators that cover all areas of local government activity.

The following charts are a sample from the LGBF suite of indicators which relate to the achievement of awards at level 5 and 6 for senior phase pupils.

The data shows that there was improvement across all measures between 2018/19 to 2020/21, and the local authority performed well against the national average. While 2020/21 cannot be directly compared in terms of performance to previous years, the results reflect the measures being generally well above the national establishment. The 2021/22 data then shows a pleasing further trend of improvement.
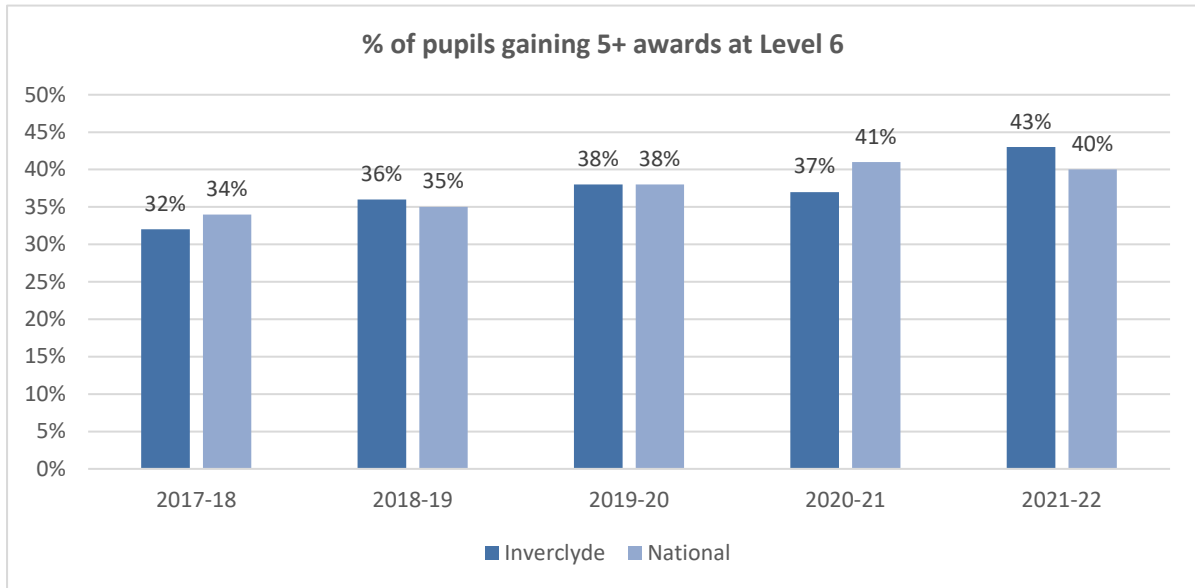
% of pupils gaining 5+ awards at Level 5
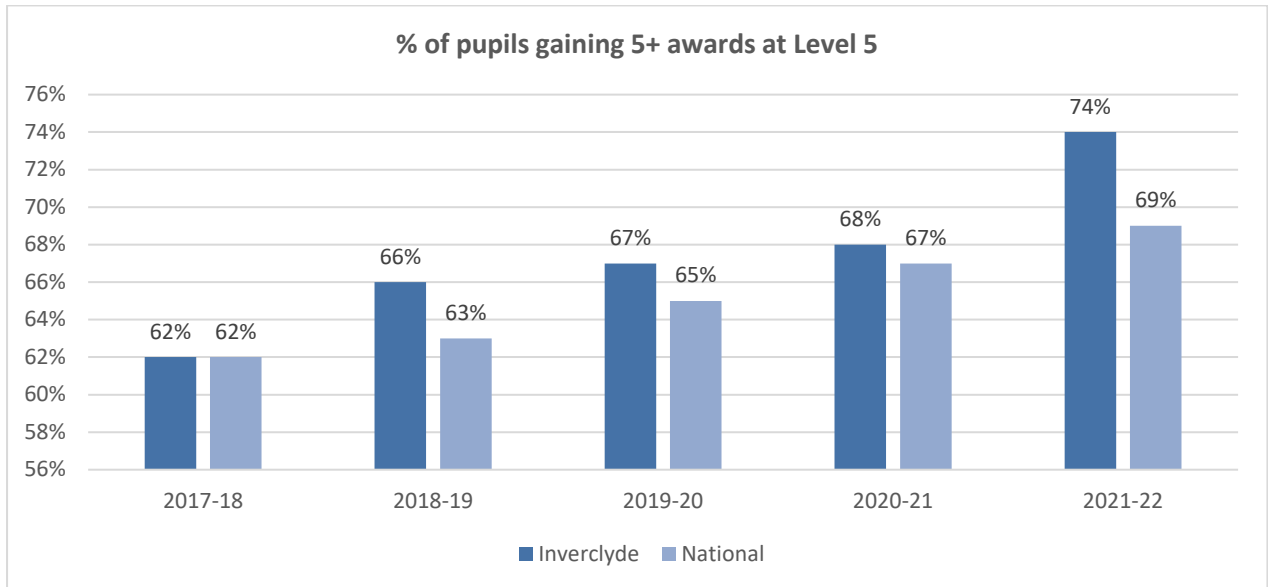
% of pupils gaining 5+ awards at Level 5

*Source: Improvement Service, 2022 (*Benchmarking | Benchmarking (improvementservice.org.uk)*)*

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5
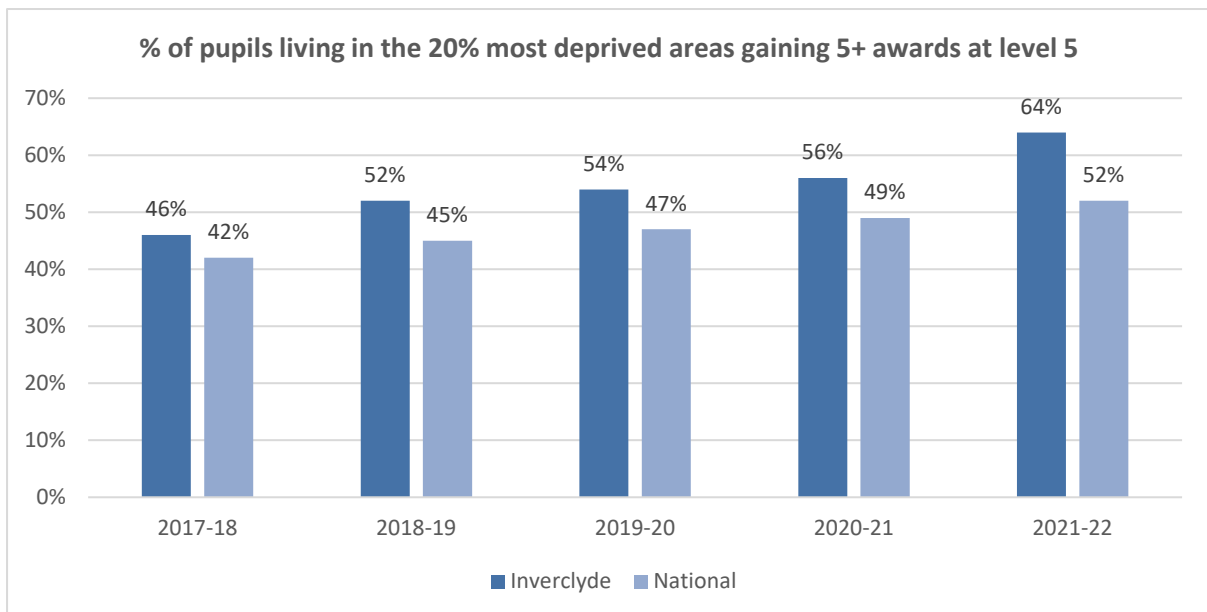
*Source: Improvement Service, 2022 (*Benchmarking | Benchmarking (improvementservice.org.uk)*)*

% of pupils gaining 5+ awards at Level 6

% of pupils gaining 5+ awards at Level 6

	2017-18	2018-19	2019-20	2020-21	2021-22
Inverclyde	32%	36%	38%	37%	43%
National	34%	35%	38%	41%	40%

*Source: Improvement Service, 2022 (*Benchmarking | Benchmarking (improvementservice.org.uk)*)*

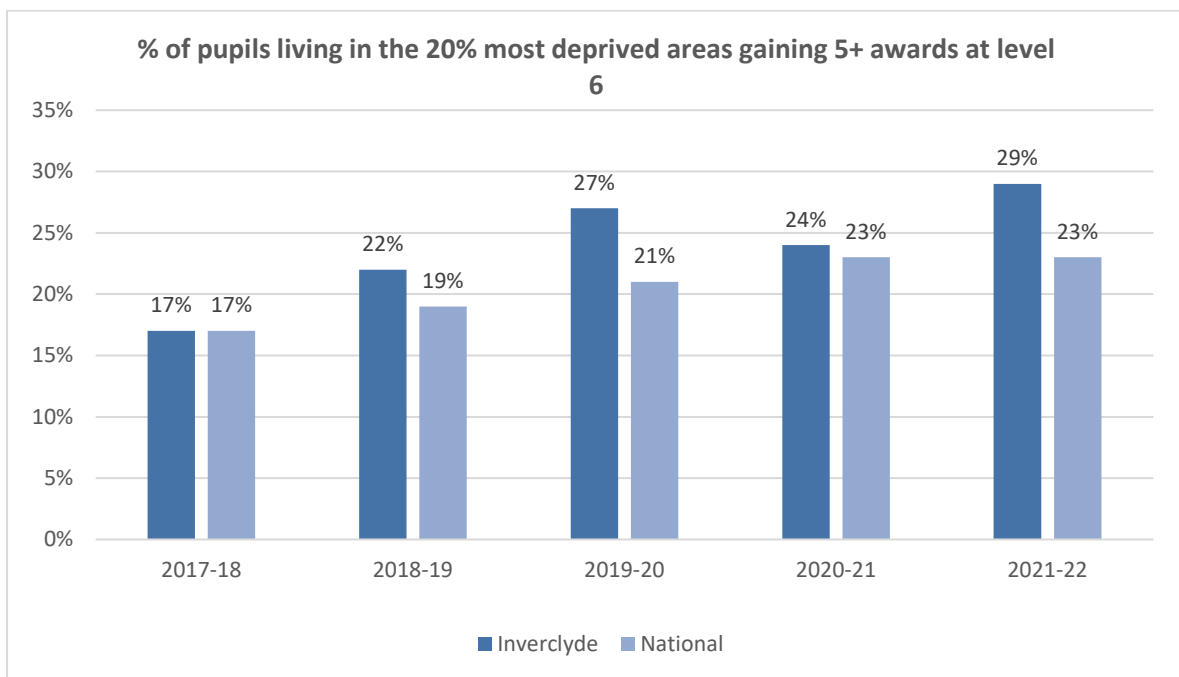*% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6*

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6

	2017-18	2018-19	2019-20	2020-21	2021-22
Inverclyde	17%	22%	27%	24%	29%
National	17%	19%	21%	23%	23%

*Source: Improvement Service, 2022 (*Benchmarking | Benchmarking (improvementservice.org.uk)*)*

INSIGHT Comparison Leavers Data

National Benchmarking Measure: Literacy & Numeracy

This chart shows the overall performance in literacy and numeracy for all pupils in the leaver cohorts between 2017/18 and 2021/22. Overall in literacy and numeracy, at Scottish Qualification and Credit Framework) SCQF level 4 the percentages have been dropping slightly since 2019/20 and at Level 5, the percentages have been slightly improved over the same period.

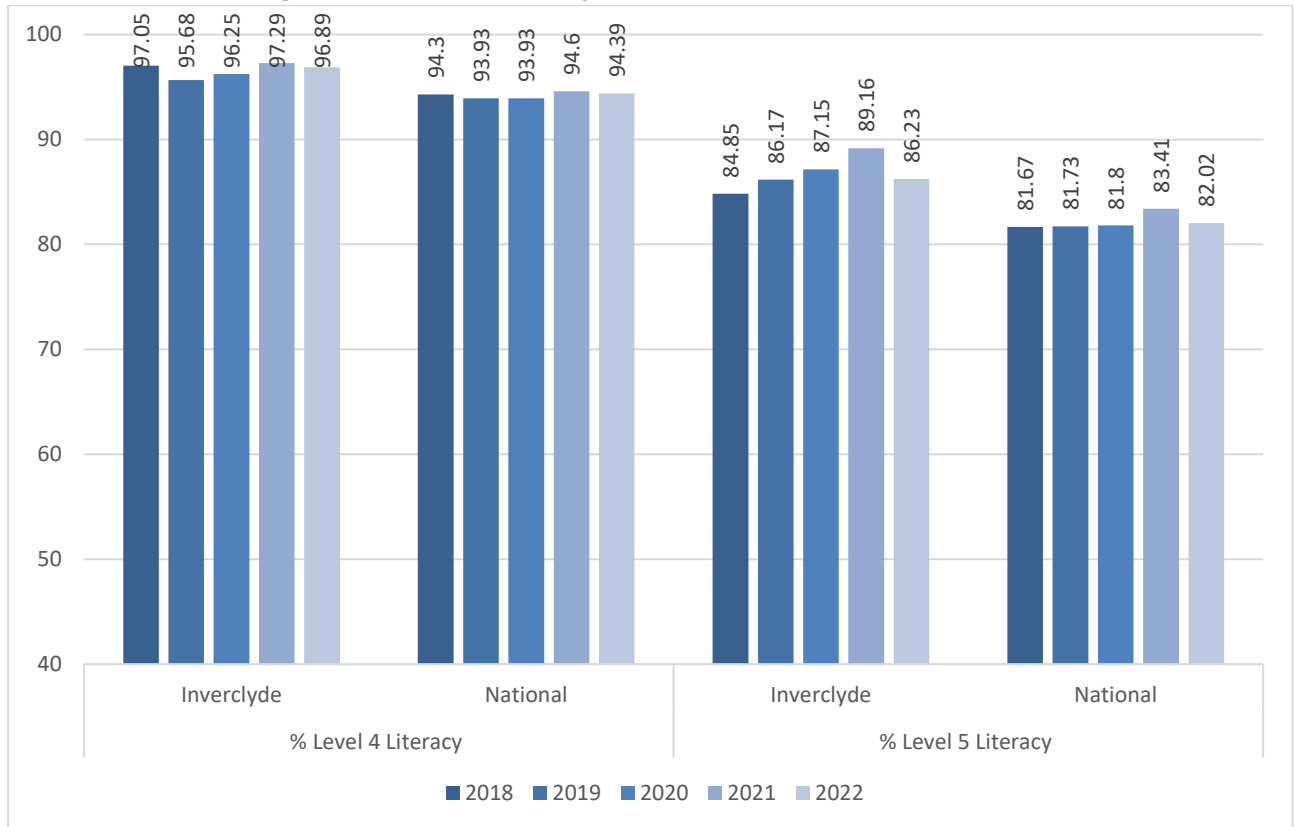Inverclyde has consistently been above the national average in each of the past four years.

% of leavers achieving level 4 and 5 in literacy and numeracy
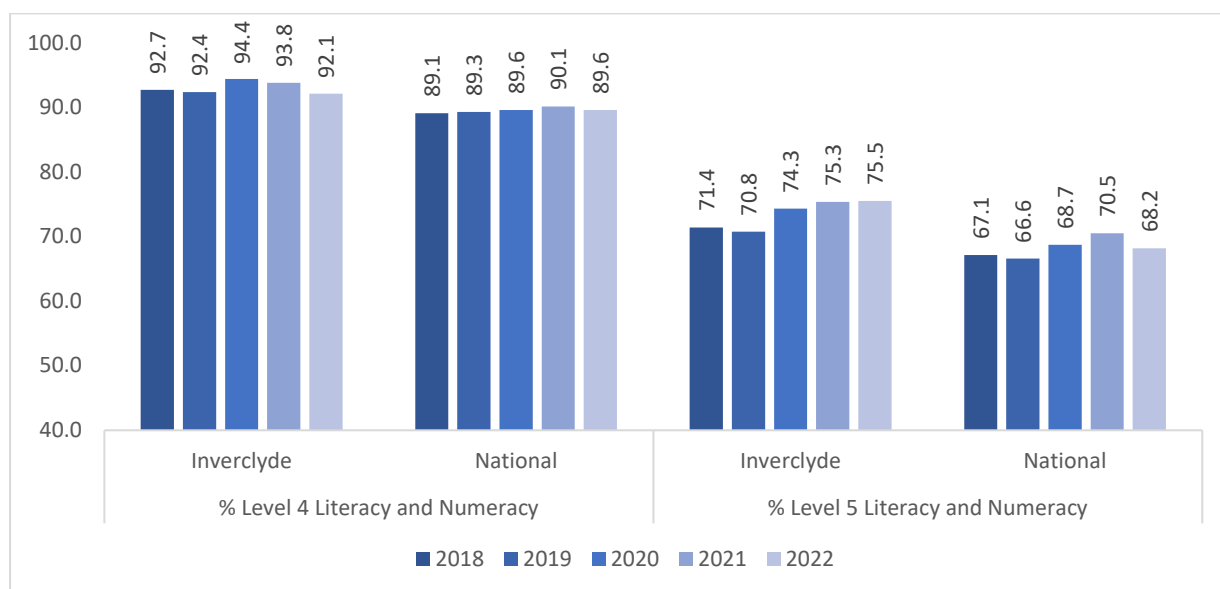
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a slight increase in leavers achieving level 5 literacy and numeracy.

% of leavers achieving level 4 and 5 in literacy

Bar chart showing % of leavers achieving level 4 and 5 in literacy, comparing Inverclyde and National figures for years 2018–2022.

% Level 4 Literacy

Inverclyde: 97.05 (2018), 95.68 (2019), 96.25 (2020), 97.29 (2021), 96.89 (2022)

National: 94.3 (2018), 93.93 (2019), 93.93 (2020), 94.6 (2021), 94.39 (2022)

% Level 5 Literacy

Inverclyde: 84.85 (2018), 86.17 (2019), 87.15 (2020), 89.16 (2021), 86.23 (2022)

National: 81.67 (2018), 81.73 (2019), 81.8 (2020), 83.41 (2021), 82.02 (2022)

Legend: 2018, 2019, 2020, 2021, 2022

Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the complementary tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and middle 60% are consistently above the national average. The highest 20% have tended to sit below the national average.

Average complementary tariff points for leaver cohorts in selected years
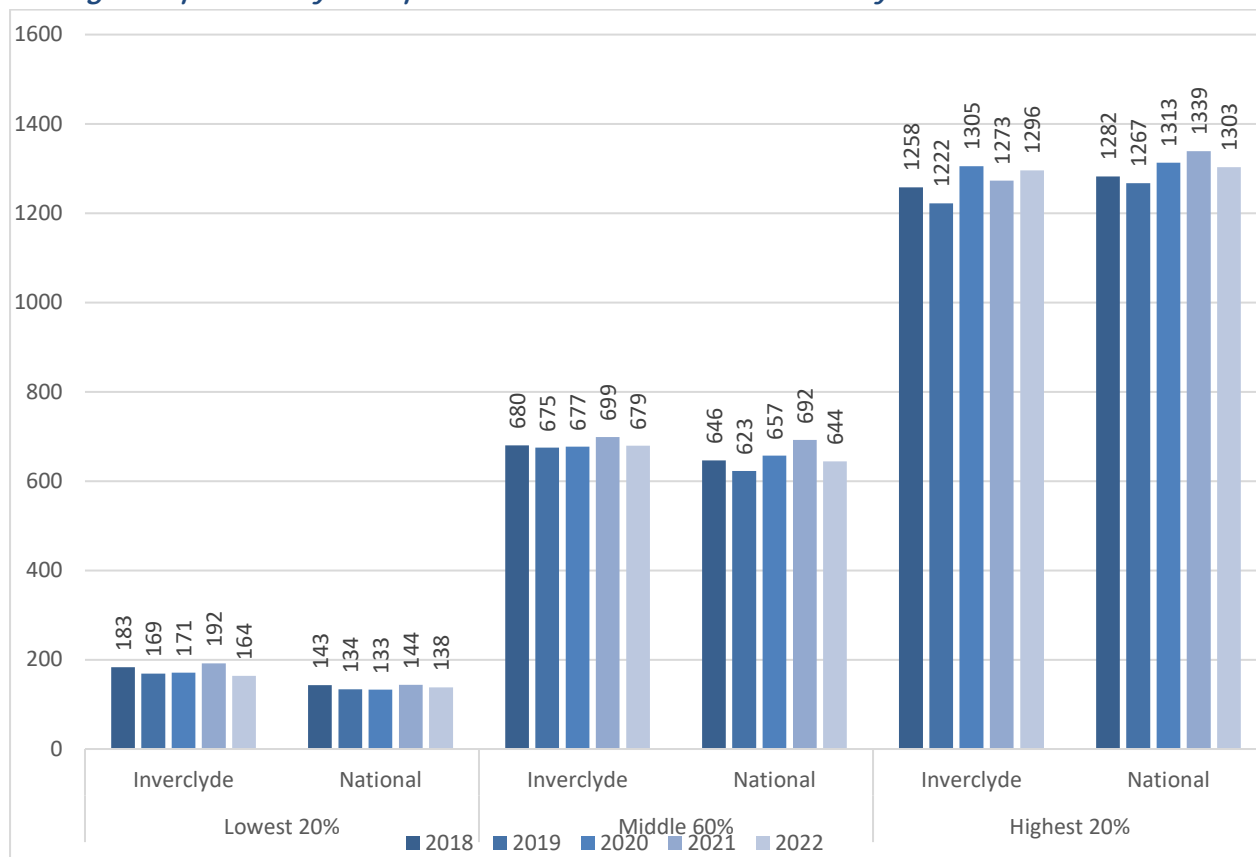
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)

National Benchmarking Measure: Attainment versus Deprivation

This national measure looks at the average total tariff score of school leavers by Scottish Index of Multiple Deprivation Decile (SIMD). The SIMD enables schools to map their performance against the social context in which they operate. The table below shows the total tariff scores of leavers against their deprivation area for 2021/22. SIMD band 1 being the most deprived and SIMD band 10 being the least.
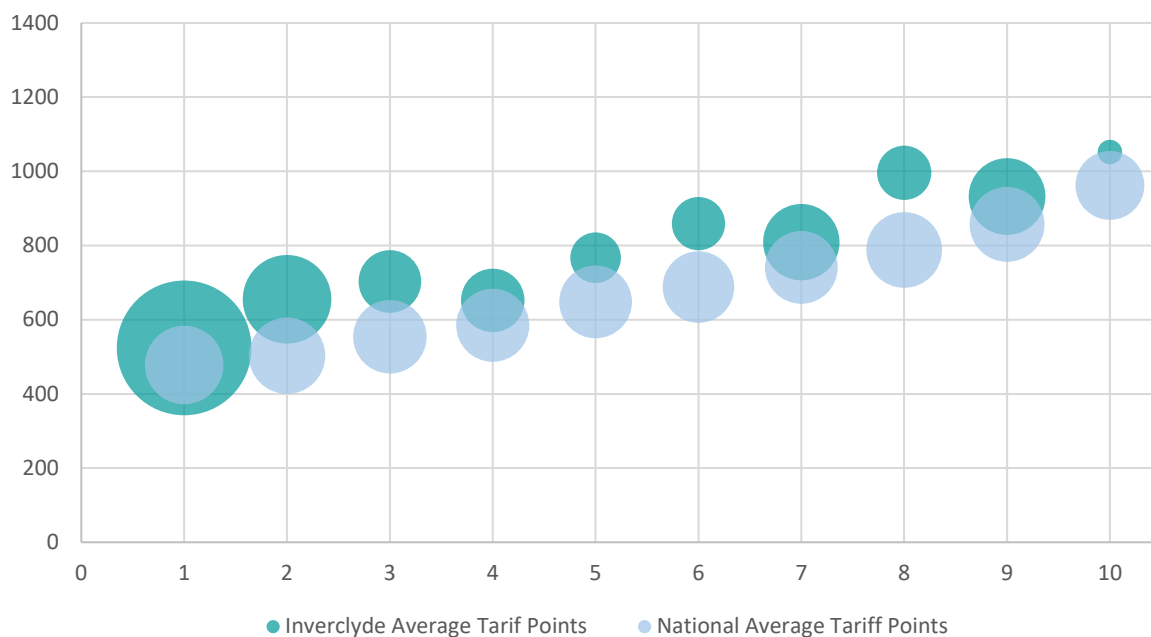
The average complementary tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 5 and 10 where the difference is negligible. SIMD 10 comprises just above 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

Average complementary tariff points for leaver cohorts by SIMD, 2021/22

| SIMD Decile		1	2	3	4	5	6	7	8	9	10
Inverclyde	Average Tarif Points	524	655	703	652	767	859	809	996	932	1052
	% of cohort	33.3%	14.4%	7.2%	7.4%	4.7%	5.2%	10.7%	5.4%	10.8%	1.1%
National	Average Tariff Points	478	503	554	585	648	688	741	788	857	962
	% of Cohort	11.3%	10.7%	9.9%	9.8%	9.7%	9.4%	9.7%	10.5%	10.3%	8.7%

In the chart below the size of the bubble is proportionate to the percentage of individuals in each SIMD decile. It shows that performance in SIMD 2, 3, 5, 6 and 8 was significantly greater than the national establishment. The next chart shows the point gap between Inverclyde and the national average.

Average complementary tariff points for leaver cohorts by SIMD, 2021/22

● Inverclyde Average Tarif Points ● National Average Tariff Points

Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Average complementary tariff point gap between Inverclyde and national at each SIMD decile
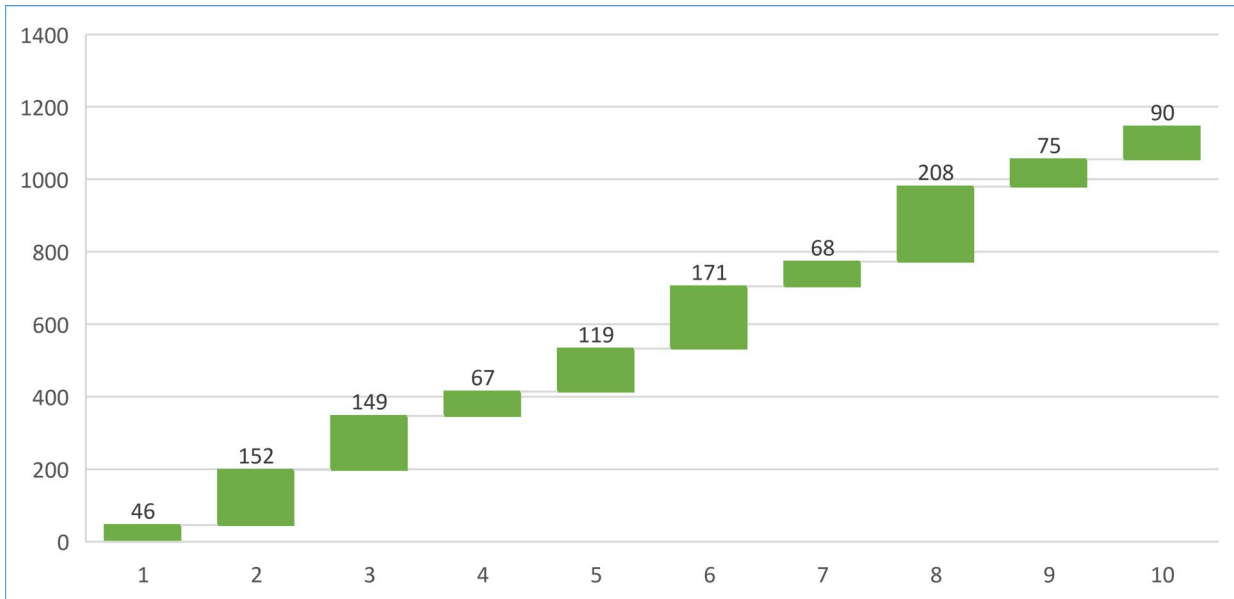
The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap had reduced between 2016/17 and 2019/20, with an increase in 2020/21. However the latest data shows there has been a sharp decrease in the gap for 2021/22 taking it to its lowest level.

Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2021/22
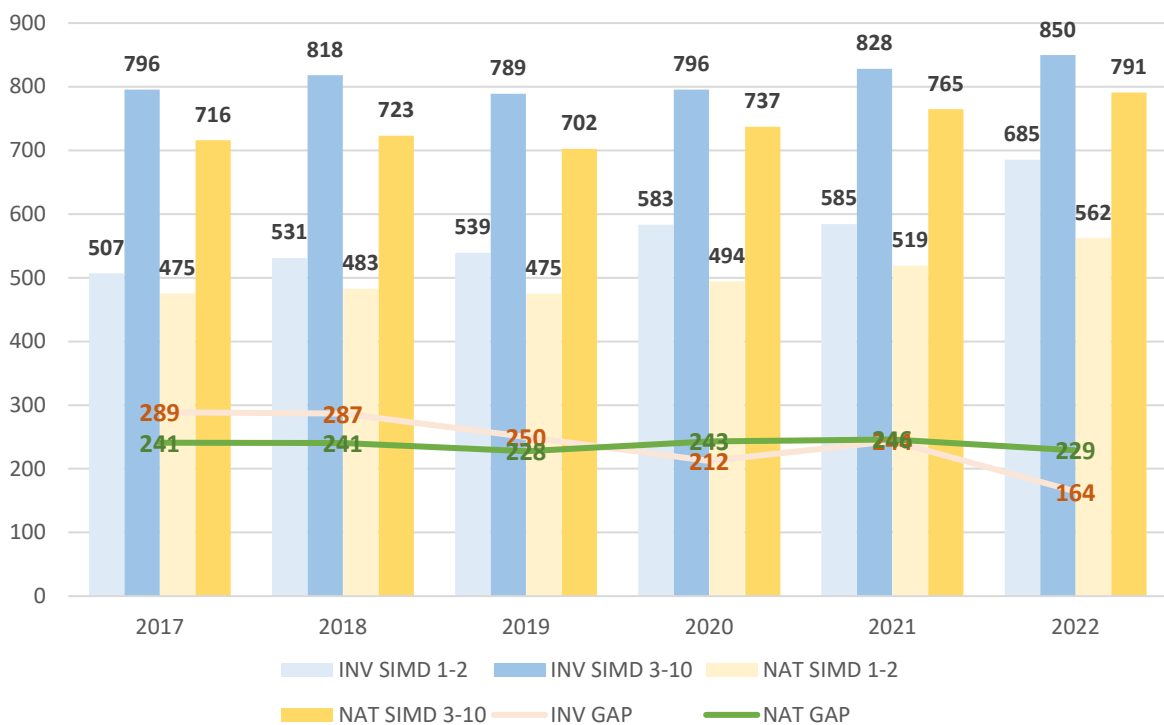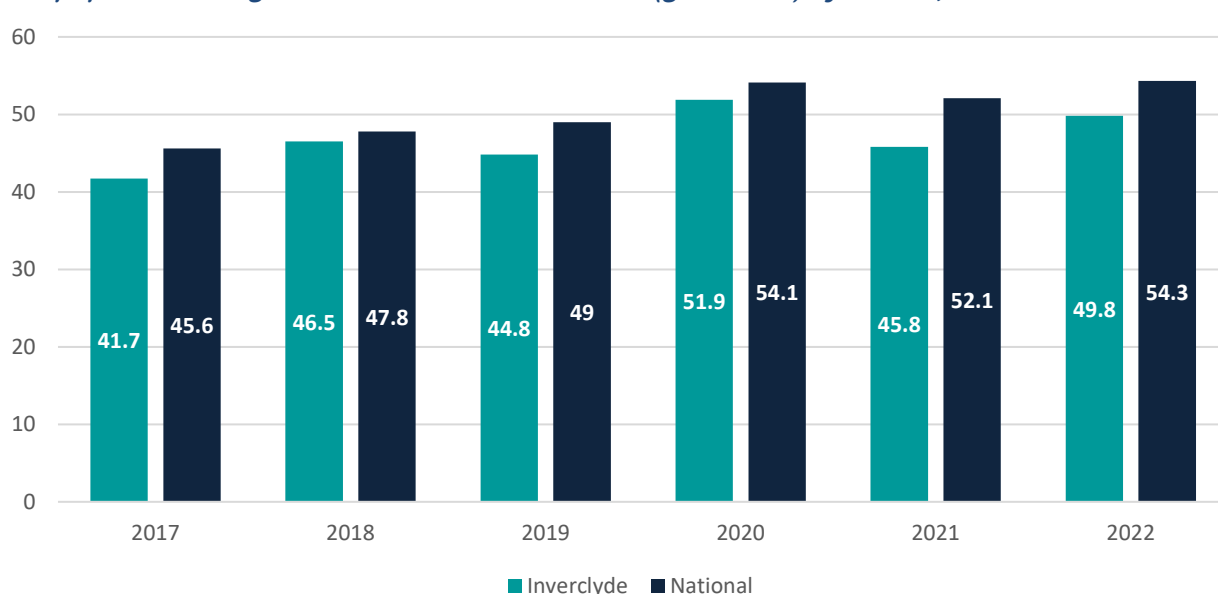

Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Breadth and Depth: All Candidates

The charts below show our performance at in key measures in percentage of pupils gaining awards at SQA national levels 5, 6 and 7. The 2020 and 2021 data again cannot be used for direct comparison with previous years to show improved performance.

There had been a declining trend in achievement of 5+ awards at National 5 between 2017/18 and 2018/19, and this measure sits below the national average in those years. The figure did increase in 2019/20 before falling again 2020/21 and now showing some recovery in 2021/22.
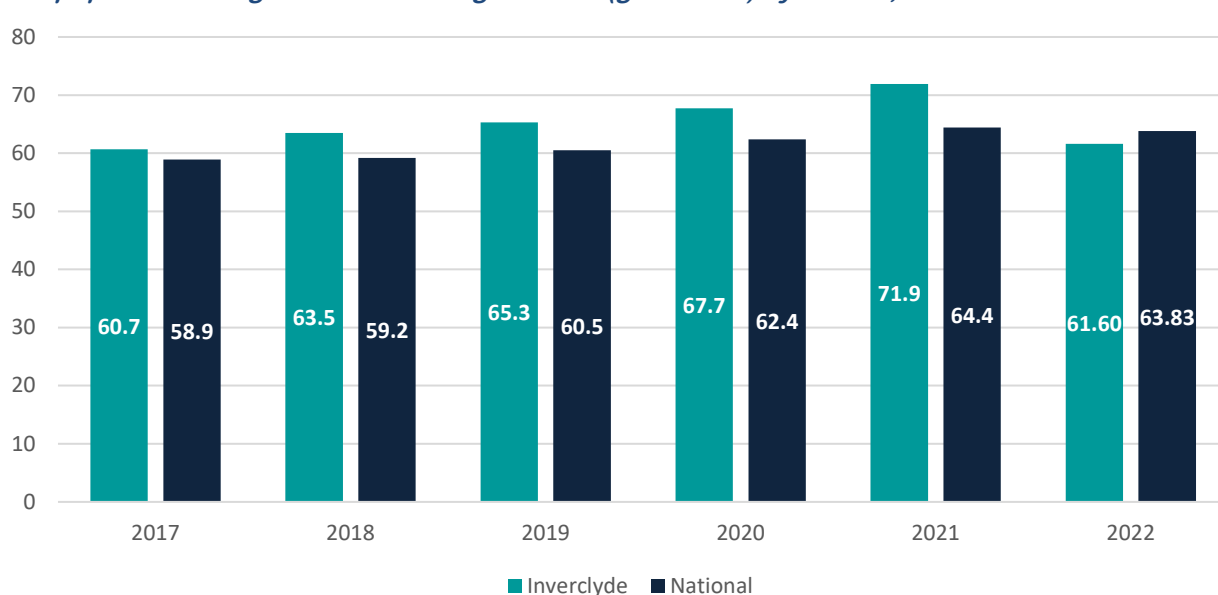
% of pupils achieving 5+ Awards at National 5 level (grade A-D) by end S4, 2016/17 to 2021/22

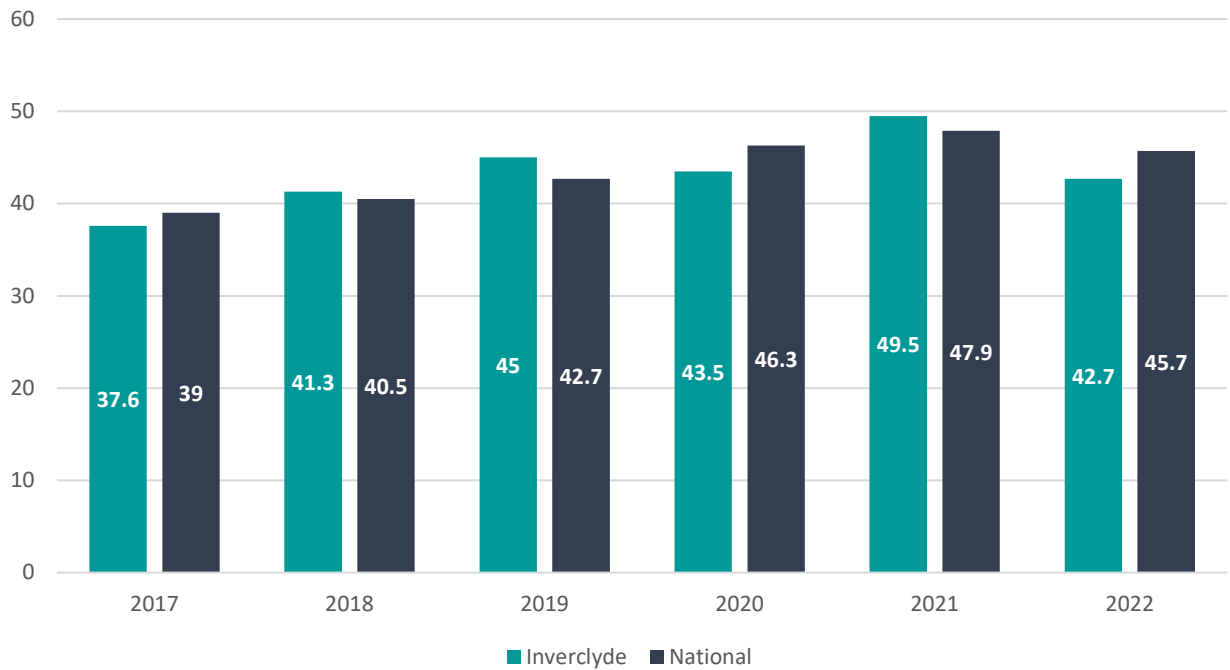*Source: Insight, 2022 (INSIGHT::Breadth and Depth: All Candidates)*

At SQA Higher level Inverclyde performed above the national average for all three measures in 2020/21. This has decreased in 2022 however it should be remembered that in 2021 the outcomes were based on teacher professional judgement and in 2022 this was back to examination.

% of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2021/22
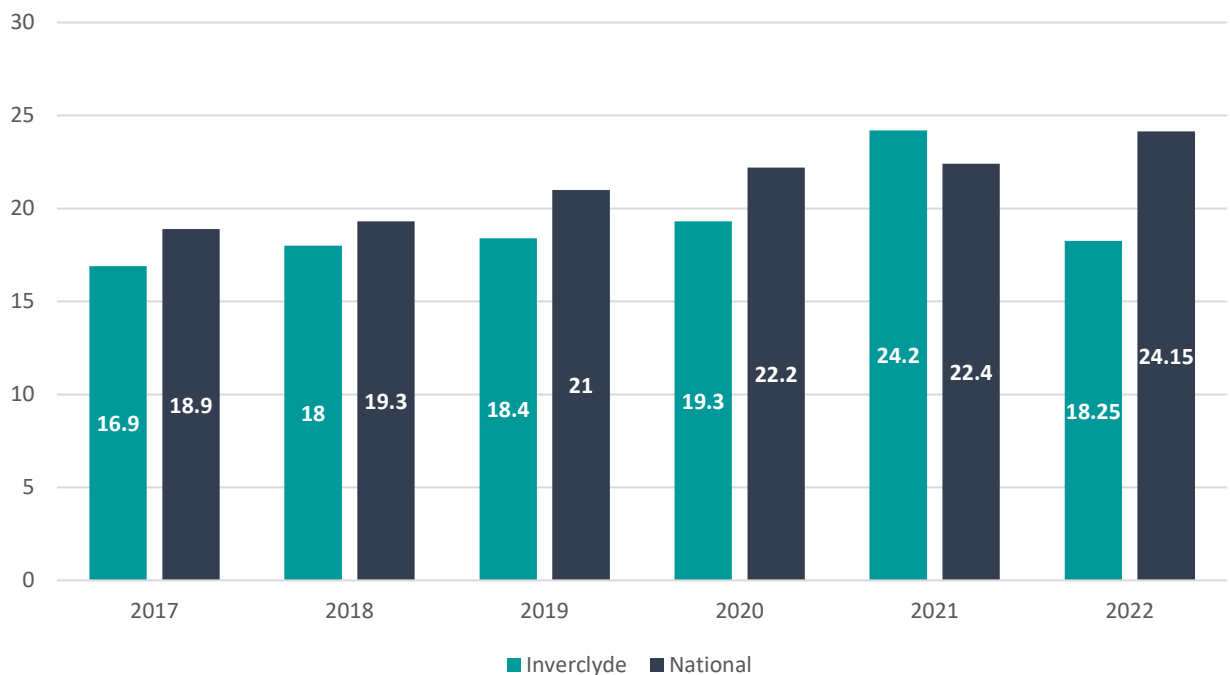

Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

% of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2021/22

% of pupils achieving 5+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2021/22

At Advanced Higher level Inverclyde has been above the national average in the last two years in terms of achieving 1+ award.

% of pupils achieving awards at Advanced Higher level (grade A-D) by end S6, 2016/17 to 2021/22

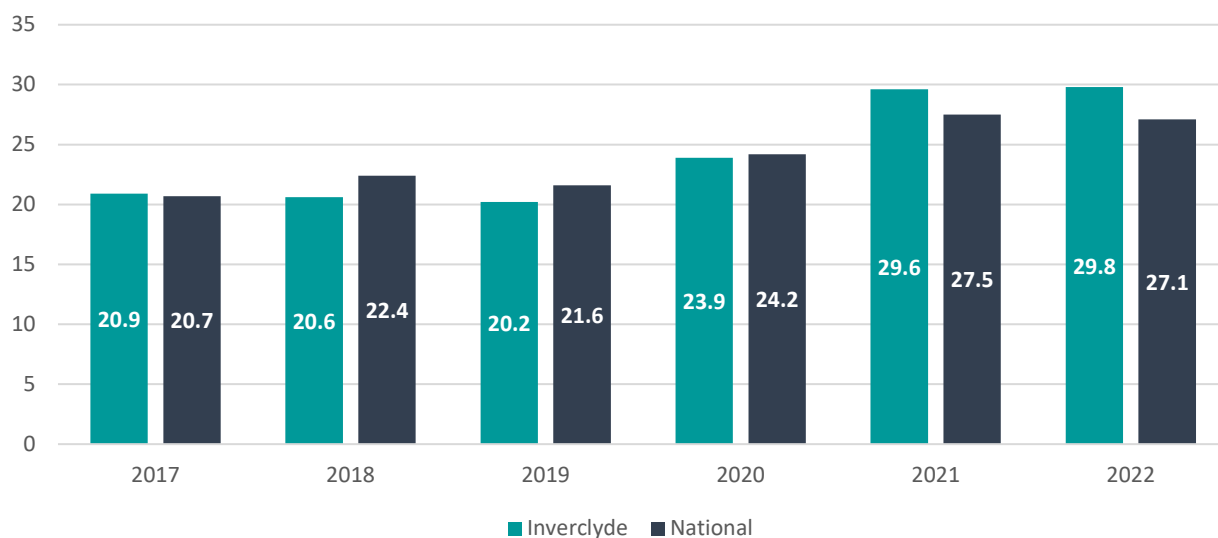*Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)*

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

C1 Continue to build on the good practice established with the secondary Personal and Social Education (PSE) network, working in partnership with the West Partnership

C2 Roll out and use the results of the 2022 HWB survey to identify HWB priorities at a local level

C3 Continue to have mental wellbeing and substance misuse as the key areas of focus for HWB, with an increase in pupil voice

Our ongoing work with the Personal and Social Education (PSE) leaders has continued to develop. The key areas of focus have been HWB tracking/analysis, PSE planning/partnerships and Bereavement, Change and Loss. Glasgow University shared their SHINE tool which offers schools a way to gather and analyse HWB data alongside the Glasgow Motivational Wellbeing Profile. A number of schools now use one or both of these to ensure that their PSE programmes are meeting pupil needs.

We are working with an S6 pupil and Education Psychology with a view to produce a series of Bereavement, Change and Loss lessons which will better prepare children and young people for what could lie ahead in their lives. We have also reached out to other authorities and charities for their support in this area. These lessons will link directly to Inverclyde's Bereavement, Change and Loss Policy.

Unfortunately, due to a number of concerns regarding the content of the National Health and Wellbeing survey we were not able to roll it out to children and young people as originally planned. Initial plans involved the national survey being completed by all Primary 5 pupils up to secondary 6 however due to aspects of the question content we changed some questions and sent it out to parents as an 'opt-in' option. We were very disappointed in the response to the survey, with only 139 P5-7 pupils and 204 S1-S6 young people completing, most likely due to the level of national controversy around it.

It has been very difficult to extract any meaningful data from the results however around bullying there is data that should be further examined, whilst keeping in mind that we are only analysing data from a very small number of children and young people. Information gathered from the small number of responses tells us that:

- From Primary 5 to Secondary 3 and average of 35% of pupils identified that they had been bullied in the last year or preferred not to say.
- From Primary 5 to Secondary 3, of those pupils who have been bullied, an average of 90% of them said this had happened in school and an average of 35% said it had happened online. The number of S2 young people bullied online rose to a high of 70% in S2.

We will compare this with the national picture however as an authority it can be seen that bullying in school and online is still an issue that we need to continue to work on.

There is a well established Health and Wellbeing network which meets termly. This session we rolled out the new Alcohol and Drug Awareness resource, in an information sharing session delivered by Fiona White of the West Partnership. Early feedback on this resource is very positive with it being user friendly and up to date, providing teaching materials to meet the current needs of children and young people. Our network continues to focus on the sharing of good practice in supporting mental health, having practitioners from early years through to secondary delivering and a sub-group has been established to produce termly newsletters.

Next steps

- Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes
- Compare the high level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through PSE leads.
- Work with the PSE leads on the responses from young people in Clyde Conversations 2022.
- Continue to raise awareness of Education Services Anti-Bullying Policy ensuring this is in place and being implemented in all establishments

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C4 Re-negotiate of the Key Performance Indicators for 2022-23.

C5 Develop the Referral process from the multiagency triage system will be augmented through the purchase of an electronic portal.

C6 P7-S1 project will run for a second year with a target increase to 30 pupils.

C7 Continue to the roll out of the Cygnets Programme.

C8 The Nothing About Us Without Us approach will continue to shape mental health and wellbeing services and sample views from a wider group of children and young people.

Emerging data taken as part of the ongoing cycle of reporting to the Scottish Government suggests that there will be a significant increase in children and young people accessing the Inverclyde Wellbeing Service.

Three Key Performance Indicators were set concerning improvements in wellbeing as seen by referrers to the service (pre-post measurement), increasing numbers of children and young people accessing the service and improvements in wellbeing for children and young people accessing the service as indicated by self-reporting (pre-post measurements). All Key Performance Indicators were met and current data indicates that these will continue to be met with improvements being seen in relation to the 2021-22 data over the 2020-21 dataset.

The Children and Young Person's Community Mental Health Project has continued its work in relation to the three key themes of No Wrong Door, Community Strength and Nothing About Us Without Us. In terms of No Wrong Door a multiagency triage system has been established involving staff from Specialist Children's Services within the Health & Social Care Partnership, Educational Psychology and Barnardos. There is emerging evidence that this is leading to a more efficient referral system.

In relation to Community Strength 19 children were supported in transition from P7 to S1 by Action for Children. Almost all children were impacted positively by this intervention. This area

was also supported by Barnardos who have joined the Additional support Needs Forum. This has led to support to sixty four children and young people with almost all reporting positively on impact. The Cygnets programme is now operational with Barnardos and Inverclyde Communication Outreach Service collaborating in their work with families who have children and young people diagnosed with Autism Spectrum Disorder.

Almost all secondary schools have taken part in a series of focus groups offered by the CYPCMH Research Assistant, involving working with young people who have accessed mental health and wellbeing services. The pupils involved have given views on the strengths and needs in accessing these services and the post referral experience. This is being used to feed into service self-evaluation and improved offers. Impact measurement is being gathered through a journey mapping approach.

Throughout 2022-23 there has been a slight increase in the number of children and young people accessing the counselling offer from the Inverclyde Wellbeing Service (67 to 74), which is in line with expectations from the offer. Almost all pupils who had completed input within the reporting period were recorded as having improved wellbeing. The groupwork aspect of the offer, comprising the Blues Programme and Bouncing Back, was accessed by 267 pupils during 2022-23. Most reported increased confidence, a positive increase in relationships, greater levels of school involvement and improved self-esteem as a result of the group work offers.

The number of participants accessing the Children and Young People's Community Mental Health and Wellbeing (CYPCMHW) offer has increased from 84 to 127 in the same time period. Almost all pupils reported improved wellbeing as a result of this input. This has involved the development of a single point of access for mental health services via a multi-agency triage process and the development of a database of local services. The CYPCMHW programme has also been able to augment the offer of support from the Cygnets Programme, which supports the parents of children and young people diagnosed with Autism Spectrum Disorder (ASD). Alongside this there has been an increase in the offer from Barnardos through allocation of funds to their wellbeing support worker programme.

Service users have their experiences evaluated on an ongoing basis through the project lead and research assistant.

The electronic referral process to access the triage system will continue to develop to meet the needs of service users. This will be augmented by the ongoing development of the electronic directory of services. The directory is an online resource which collates all the mental health services available both locally and nationally for children and young people and families in Inverclyde.

The CYPCMHW will also continue to support the primary to secondary transition support programme. This programme has a clear set of outcomes around increasing the knowledge and skills of children and young people and their families to manage anxiety and improve educational attendance and engagement as a result of this input. The programme will also continue to support the Cygnets Project and the Barnardos Wellbeing Support Worker aspects of the CYPCMHW. There will be an exploration of the possibility of a digital offer of support with a target group of young people and adults aged 16-26. This age range is in line with the expectations of the Scottish Government who have stated that the funding should look to create provision for young adults up to the age of 24 within the general population and up to the age of 26 for those who are care experienced.

Next Steps

- Continue to develop the Wellbeing Service with Action for Children as the provider during 2023-24.
- Continue with the CYPCMHW programme will continue into 2023-24 with funding similar to 2022-23
- Continue to promote and support access to Kooth - Mental Health Support website for all 16 -25 yrs olds

- **C9** Continue to link with Respect Me regarding their ongoing offer of support, particularly related to proactive approaches to tackling bullying, especially as the policy commits Inverclyde to focus on tackling prejudice based bullying.

The Anti-Bullying policy has been live since November 2021. It is aligned to the Respect Me document '*Respect for All*' and commits Inverclyde as a local authority to tackle all forms of prejudice based bullying. Staff in education establishments have access to resources to augment the programme that are held on the Respect Me website. Respect Me is the organisation that has national standing and Scottish Government backing in relation to the anti-bullying agenda.

During the autumn term of 2022-23, St Joseph's Primary School was visited by Education Scotland as part of a national sample of schools linked to a thematic review around how schools and authorities are dealing with bullying. The school received very positive feedback during the 1 day visit, including that the authority's ant bullying policy was fit for purpose and being implemented well by the school.

Next steps

- The Anti-Bullying policy has a three year lifecycle within which it will be refreshed. As a result of this a short life working group will be brought together to review starting in early 2024. This will be done in collaboration with Respect Me. There is a commitment to re-launch the revised policy in November 2024. The feedback from the HWB survey, further focus groups and Clyde Conversations will be fed into this.

- **C10** Review and agree clear policy and protocol on monitoring of racist incidents

- **C11** Continue to review approaches to further evolving existing approaches to Mentors in Violence Prevention (MVP) and support all secondary schools to develop this

Guidance on the recording of racist incidents has yet to be produced by the Scottish Government's Race Equality and Anti-Racism in Education working group. In the meantime, we have refined how this data is monitored on a termly basis as part of our ongoing data oversight of all establishments and have provided training to ensure that all Heads are aware of how they record these in SEEMIS. Whilst reported incidents remain very low we remain committed to ensure that an inclusive curriculum approach with a keen focus on anti-racism is maintained.

4 out our 6 secondary schools have maintained and or further developed their use of Mentors in Violence Prevention. Given ongoing concerns about youth disorder, feedback from the HWB survey and Clyde Conversations and monitoring of critical incidents in conjunction with partners, it is vital that this work continues and us further developed and enhanced.

Next Steps:

- Continue to monitor the recording of racist incidents and link to work being done around the inclusive curriculum
- Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools

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

D1. Establish a strategic group to include key internal partners from different council departments and key external partners to oversee the direction, policy and procedures for managing senior phase and pathways into sustained positive destinations.

A strategic governance group was established in September 2022. Membership of this group is varied and includes representation from the following organisations:

- Developing the Young Workforce (DYW) West
- Health and Social Care Partnership (HSCP)
- Inverclyde Council – Education and Environment & Regeneration
- Skills Development Scotland (SDS)
- West College Scotland (WCS)

Three workstreams report to this group, with meetings taking place on a termly basis.

Next steps:

- Review the Senior Phase Action plan to update for 2023/24, taking into account recommendations from various national reviews.

D2. Review the processes in school to track pupil leaver data.

D3. Review the termly meetings to discuss leaver information.

D4. Summarised data is sent to college to help with planning of support and delivery.

D5. Guidance updated on the mechanisms in place to alert relevant partners of a young person who is at risk of leaving without a positive destination and the interventions that are available to support.

D6. Employability expectations are in place, defining what employability skills young people will have at key stages.

D7. A programme of work for 3-18 careers links, through PSE and supported within the wider curriculum, to support employability skills and development of Career Education Standards.

D8. Opportunities to involve employers in the curriculum are being established by DYW Coordinators, with the possibility of work experience placements.

D9. Learner journeys have been created, showing the in-school offer and how this links to the post school offer.

D10. Engage with parents to better understand the gaps they have in their understanding of learner journeys and the varied pathways into employment.

D11.	Create content in various media for parents to explain the learner journey in partnership with DYW Co-ordinators, SDS, College, MCMC.

In February 2023 we received data on where our school leavers from 2021/22 cohort had moved to. We saw a significant increase in the number of leavers compared to previous years – 100 more leavers left in 2021/22 compared to 2020/21. We saw a 1.38% decrease in the overall number of young people who left school with a positive destination.

2021/22	Inverclyde	94.01%
	West Partnership	96.27%
	National	95.74%
2020/21	Inverclyde	95.39%
	West Partnership	95.84%
	National	95.48%
2019/20	Inverclyde	93.04%
	West Partnership	93.66%
	National	93.36%

We saw a slight increase in the number of young people entering training, voluntary work and further education compared to 2020/21. There was a decrease of 2% of young people who entered employment compared to last year. Our colleagues in More Choices More Chances and Skills Development Scotland, follow up on those in a negative destination. As of the middle of March we now see an improvement on the number not in a positive destination. As a result of the data provided we are exploring how we can support young people who move to Further Education post school as we have seen 17 young people leave their courses and not have an alternative destination to go to.

At the start of the year, revised leaver guidance was issued to schools, along with details of a new format to the termly leaver meetings that take place. All eight schools in the local authority meet termly to discuss leavers, particularly those who may require additional support to transition successfully to a post school destination. This allows additional advice, support and guidance to be given to schools and central staff to direct additional support to certain pupils in need. Recently representation from the Learner Disability Team at HSCP has joined these meetings to help make sure we are supporting young people who have a learning or physical disability. These meetings have identified pupils who were not known to teams that would have a role to play post school and we have now been able to allow earlier planning and intervention to take place because of this new partnership working.

In June 2022, a new team of seven DYW Coordinators started with Inverclyde Council. This was an increase from five in the previous year. Each secondary school now has a full time DYW Coordinator, and one is shared between the two special schools. Some of the activity that the DYW Coordinators have generated since August 2022 include:

Number of employer education partnerships	50
Number of wider activity (college / university / training & employability provider activity)	55 activities / 1360 young people
Number of employer activity	217 employers involved in activity with 4600 young people across approximately 300 activities / events

We have also seen 191 work experience placements take place since August 2022 – this sees a return to the levels pre-pandemic which was 197 placements in 2018/19. Each school has also

hosted an employability event to showcase the opportunities that are available to young people and this has been open to pupils and their families.

To support West College Scotland in their course planning, Officers have received training on the reports available on 16+ Data Hub and Regional Skills Assessment provided by Skills Development Scotland. We have now been able to provide details of career areas that young people from S3 and upwards are interested in as their future career path.

Three of our secondary schools are now [Scottish Credit and Qualification Framework (SCQF) Ambassador Schools](). This scheme provides training to staff and pupils on the wide range of qualifications that are available, beyond the traditional National 5, Higher and Advanced Higher courses. In turn staff and pupils can use these skills to inform parents and pupils of the wide offer of courses that sit on the framework and support pathways into employment, apprenticeships or further education.

Secondary Head Teachers have received an input from Skills Development Scotland on the use of Labour Market Information and how this can inform curriculum planning. To further develop staff understanding of how employability skills can be embedded into learning and teaching, all staff will receive an input during August 2023 INSET on this area. This will be supplemented by optional courses run throughout the 2023/24 session focusing on specific areas of career education and employability.

We have identified young people who have taken an alternative pathway to employment and Further/Higher Education and are reaching out to them to create support materials for schools to use with young people and parents to showcase the varied offer that is available and the many different routes to destinations beyond school.

Next steps:

- Revise guidance documents for schools on supporting leavers.
- Create marketing toolkit for schools to use of young people who have left school via a non-traditional route.
- Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.
- Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.

D12.	Establish strategic overview/map of senior phase curricular offer across schools and college.
D13.	Review, audit and report on the current senior phase provision available and school and through the college with key stakeholders and by looking at best practice locally and nationally. This will cover: ○ Course offer ○ Delivery models – including consortium and remote classroom ○ Timetable design ○ Consortium arrangements
D14.	Increase awareness of the local labour market information and support school staff, parents and pupils to understand and use the information.

A group was established to take forward the actions within this plan and identified two distinct sub-groups: curriculum offer and curriculum delivery.

A review of the offer that is in place in all our schools and through West College Scotland was collated. A comparison of the offer in other Local Authorities was also undertaken and visits to other establishments have taken place. The group have also met with colleagues from INSIGHT and SCQF. This has identified that Inverclyde qualification profile is mainly traditional and designed for those entering Further and Higher Education. Between 20-25% of school leavers in Inverclyde enter employment, training or volunteering and the curriculum needs to better meet the needs of this group of young people.

Regular meetings were re-established with the college and school leaders over 2022/23. This has allowed discussion to take place on pupil progress, attendance and expectations. We have also had the opportunity to better influence the course offer for 2023/24 session by using Labour Market Information for the local and surrounding area and the gaps that we have in the school offer. This has resulted in courses in the Health and Social Care area, for example, being introduced through the college and schools also looking to introduce courses that better reflect the labour market.

The Education Officer Senior Phase now attends the Local Employability Partnership and Education is represented on the Inverclyde Task Force. These Local Authority groups are in the early stages but has provided a relationship to connect schools into the regeneration plans for the local area so that the Senior Phase can be tailored to meet workforce skills demand moving forward.

Network meetings have been established and taken place for curricular areas – teaming up Principal Teachers with college staff in subject areas. This will allow a long term relationship to be established to allow development of appropriate courses that allow progression. The networks have discussed the introduction of new courses that can be added into the Senior Phase offer from 2023/24, which will see an increase in National Progression Awards and Personal Development Awards. The networks will support each other with the introduction of these new courses. These groups will also look at developing learner pathways exemplars to show the different routes available through subjects and the career that this can lead to. This will help support young people and parents understand the range of pathways available that are not all dependant on traditional Advanced Higher, Higher and National 5.

Three of our schools are now SCQF Ambassador Schools, who embrace the range of courses that are on offer to young people. These schools have held events for parents and pupils to showcase the different pathways available. Schools are committed to reviewing their use of language in handbooks and option forms to use SCQF to describe course levels e.g. level 6 instead of Higher. This will give parity of esteem. As a council, we have also committed to review and update our job adverts to refer to SCQF.

A review of the remote classroom has been conducted and a report with recommendations has been created. The current arrangements have not been successful for those young people joining remotely from other schools. Issues with IT infrastructure have also caused issues with young people being able to fully engage. The project has seen in a reduction in the need for young people to travel between schools, which has meant that they have not missed other courses that have been offered in their own school.

Next steps:

- Increase number of schools who have SCQF Ambassador status.
- Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.
- Review the remote offer that could be delivered to support the curriculum offer across all schools.

- Grow the range of vocational and work-based courses on offer through increased partnership working with the college.

D15. Create a workstream to review provision and offer for those with Additional Support

D16. Mapping of the current offer for young people in Inverclyde with ASN and transition procedures currently in place.

D17. Continue to engage with ASN leaders at the ASN leader's forum to highlight the variety of learner journeys post school that are available.

D18. Work with partners to create opportunities for young people with ASN to engage with college and employers to provide improved transitions into appropriate and sustained post school destinations.

A group was established to take forward the actions within this plan.

A review of the offer available to young people who have additional support needs or barriers to accessing full-time education has taken place. We have also reviewed the offer available in other local authorities in the surrounding area. This has concluded that we have a more limited range of opportunities available compared to others and where there are opportunities these are not fully known to school staff.

We have strengthened our working relationship with HSCP, particularly the Learning Disability and Autism team. This has resulted in additional support being provided to school staff during school leaver review meetings to find appropriate support for young people with additional support needs.

In January 2023, we held a joint event with HSCP to provide a workshop for parents of young people who were due to leave who have additional support needs. This workshop was positively received by parents who appreciated the opportunity to hear about the opportunities that are available post school. 35 parents attended the event, from across six of our schools. 11 organisations attended the event to promote the opportunities that are available to young people post school. The event highlighted the need for improved communication with pupils and parents around planning for post school. As a result a new working group has been established and an action plan is being developed to improve on this area. There will also be a parent group looking at the transition process.

Specific guidance for schools around post school planning for young people with additional support needs is in the final stages of development. A pilot of an enhanced transition for young people who are moving to West College Scotland to a full time course after the summer will be trialled this session to increase the stay on rates for young people who have struggled to maintain attendance at school full time.

Reintroduction of work experience post pandemic has been a priority for us and predict work experience placements to be at their highest levels this year compared to the last five. Our special schools have seen significant increases in the number of young people on work experience placements this year at over 25 placements to date – the last five years the total placements has been below five.

Next steps:

- Launch the post-schools transition guidance documents for schools and provide appropriate training to school staff who will be responsible for this.

- Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.

E: Getting it Right for Every Child

E1 Recruit a new Education Officer for Inclusion to lead on the ongoing implementation of the ASN action plan and improve central capacity to support and challenge both ASN provision and services as well as lead on ASN and additional support for learning across the authority

E2 Deliver CLPL on Wellbeing Assessments to ASN Leaders

E3 Short Life Working Group on pupil planning will create clear guidelines on high quality single agency planning (linked to assessment) and the processes required to create plans.

E4 Learning from the emerging practice in relation to Joint Support Teams (JSTs) will be shared with ASN Leaders. Roll out of the project will take place in 2022-3 – all establishments to be engaged in a JST process by June 23.

E6 Carry out a review of existing Speech and Language Service Level Agreement with a view to established adjustments to service delivery model for Aug 2023

A new Education Officer for Inclusion was appointed and took up post in September 2023. Since taking up post she has overseen the leadership of Lomond View Academy due to the long term absence of the Head teacher. This has allowed her to progress its development and begin to establish an excellent working relationship with both its staff and those within the Virtual School, collocated at Lomond View.

Despite being based at Lomond View full time, the EO for Inclusion has been able to engage in peer and service reviews and attend meetings to ensure she is fully up to speed with the ongoing development of ASN policy across the service. This has included the development of a new Authority Screening Group alongside the current ASN Monitoring Forum.

A short life working group was convened by the Principal Educational Psychologist involving staff from across the sectors. It has produced a document that will be launched in April 2023 that provides guidance and best practice exemplars in the following areas:

- Single agency wellbeing assessment.
- Convening and recording outcomes from a single agency Team Around the Child meeting.
- Pupil planning at the single agency level that can feed into multi-agency planning.

Staff from Inverclyde Educational Psychology Service have created operational guidance on Joint Support Teams (JSTs) that has been incorporated into the new Additional Support for Learning (ASL) policy. Educational Psychologists (EPs) have been consulting and supporting education establishments in putting the JST process into practice.

A group of senior officers have working in partnership with the Speech and Language Service to review the existing Speech and Language Service Level Agreement. This has included a scoping exercise to compare approaches being taken in other authorities. The new Quality Improvement Manager for Early years and the Speech and Language service manager have led this exercise and have cocreated a number of revisions including the introduction of the "I can toolkit." The SAL service will support and train education staff to deliver this programme which is designed to

support children where staff have initial concerns about their SAL and where staff want to put in an intervention before making a referral.

Next Steps:

- EPs will continue to support educational establishments in their development of the JST structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health & Social Care Partnership (HSCP) will also take place to see how they can support the roll out.
- The pupil assessment and planning document will be completed and launched to Heads of Establishment and ASN Leaders in the Summer term.
- Implement new model of speech and language SLA

E7 Offer more opportunities for cluster working for ASN Leaders for topics such as transition.

E8 Implementation of the ICOS reviews recommendations including variations to service delivery e.g. CMO type approaches as well as further training offers

E9 The new Additional Support for Learning (ASL) policy (2022) will be taken to the Education, Communities and Organisational Development Committee in September 2022 for approval.

E10 Publicise and implement the Scottish Attainment Challenge training offer from the Educational Psychology Service for session 22-23

E11 Offer a bespoke package of training in attachment theory and practical advice for practitioners and leaders from August 22

Clusters have been encouraged to ensure that ASN leaders meet as a smaller group after each authority wide ASN Leaders meeting to review the content of the meeting and review the cluster's approach in relation to this. A key focus has been on effective transitions for all pupils, particularly from P6 – S1.

As well as the ICOS service review, reviews have been carried out of the EAL service and Corporate Parenting team. All services now have a service action plan as a result and these are being developed and supported through the ASN PT Network, newly established and referred to above in section A.

The revised ASL policy was completed and taken to the education committee in 2022, and disseminated to all establishment leadership teams. The feedback about this comprehensive policy document which has all key documents and policies relating to ASL/ASN in one place has been very positive.

Alongside the comprehensive offer from the Educational Psychology team, a 5 day course on trauma informed practice and attachment theory has been delivered during 2022/23; the final session is due in May 23. The course has been very well attended and the 5 days have been strategically located throughout the year to allow participants to take away the advice and ideas being shared in order to then reflect on their impact and progress at the following course session. The first and last sessions have been held in person. The mid course review and evaluation has been very positive with participants reporting deeper understanding of both trauma and attachment, as well as success in trialling the strategies and approaches being shared.

Next Steps:

- Continue to develop the ASN PT network alongside evolving service delivery
- Maintain and update the ASL policy
- Consider a second year of the trauma and attachment course alongside the trauma training being delivered locally and nationally.
- Review and develop the service offer from Lomond View Academy in parentship with Children's service, with a focus on pupils at risk of requiring out of authority placements

E12 Offer training on the implementation of the Scottish Government's Transgender Guidance (2021).

E13 Support the English as an Additional Language (EAL) service to provide CLPL for practitioners during 2022/23 to support schools to review their existing practice to better meet the ends of increasing numbers of pupils who are bilingual or have no English on arrival

E14 Offer interactive sessions reading the dyslexia pathways to participants in session 2022-23.

E15 Continue to offer to link with parent representatives.

E16 Provide support to ensure each cluster has an approach to the use of the Dyslexia Pathway.

The local authority has adopted the Scottish Government document Supporting Transgender Pupils in Schools: Guidance for Scottish Schools (August 2021) as policy. Members of staff from Inverclyde Educational Psychology Service created training around the policy and delivered this to 24 teachers almost all of whom were senior leaders in February 2023. This training is comprised of three main parts:

- The rationale behind the policy: listening to the voices of children and young people, The Equality Act (2010) and UNCRC.
- A glossary of terms used in the policy
- The contents of the policy (school uniform, bullying, coming out, confidentiality, changing name, recorded sex and pronouns, toilets and changing rooms, PE, competitive sports, day and residential trips and working with parents.

The EAL service were involved in a service review in the autumn term of 2022/23. The Service capacity has been enhanced to 3 FTE teaching staff during 2022/23 from 1.4FTE to support the large increase in EAL pupils. The service have offered training to support schools and this has and some uptake however this needs to now be further developed for 2023/24.

A training film has been created by staff from Inverclyde Educational Psychology Service and education establishments. This provides orientation for support for learning staff to the area of dyslexia in terms of the Scottish Government definition of dyslexia (2009), its rationale, the Inverclyde Dyslexia Pathway and interventions. This has now been embedded within the Additional Support for Learning policy (2022) alongside all paperwork pertaining to the Pathway. This should improve knowledge base and consistency of practice. All NQTs will have training re dyslexia as part of their induction programme in 2022/23.

Next steps:

- The training in relation to supporting transgender pupils will now become a rolling programme with an offer to staff twice per year.
- Further develop an EAL CLPL offer for delivery in 2023/24.
- There will be an ongoing offer of liaison with parental representatives in relation to dyslexia. An interactive session will take place with staff who have questions re the Pathways.

E18 implement actions of inclusion curriculum group in writing, delivering and evaluation of S2 Trans-Atlantic Salve trade topic

E19 Continue to respond to Scottish Government working group outcomes in relation to anti-racist education and race equality – deliver inclusive curriculum conference and support schools / cluster to review curriculum content

E20 Support schools to develop work around building racial literacy (BRL) – promote and support schools engaging in Education Scotland BRL programme

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Almost all school improvement plans have identified anti racist education as a priority across the coming three years. To support this, an inclusive curriculum conference was held for all school leaders in September 2022. The key focus was on supporting the development of strategies to build racial literacy.

Ongoing work is in place to support schools to review their curriculum to ensure inclusivity. Our Inclusive curriculum working group has taken this work forward and has supported the creation of a S2 unit of study focused on Inverclyde's links to the Transatlantic slave trade. Consultation groups with staff and pupils were held, a training session was delivered then the resource was written and has been implemented in four of our six secondary schools.

As a result, all pupils and relevant staff across this identified year group have learned about Inverclyde's links to the slave trade and the relevant staff have been upskilled in knowledge, understanding and skills in order to make best use of resource pack. The quality of learning and teaching alongside curriculum content has improved. We will evaluate the impact of this resource further, gathering information from pupils and staff, will modify the resource if necessary, then roll out across all secondary schools next session. All clusters will be supported to examine their curriculum to ascertain the progression to and from this topic.

The work of the group has been shared with the Race Equality and Anti-Racism in Education programme (REAREP) led by the Scottish Government. This is being shared as an example of best practice and the resource is already in demand to be shared.

Professional development opportunities for teachers have been promoted such as the GTCS Equality and Diversity Hub which consists of a range of resources to support professional learning on the issue, including a Professional Guide for teachers, information on two

professional learning modules created in collaboration with the University of Dundee, and a number of case studies and resources based on the Protected Characteristics.

Inverclyde has encouraged participation across all cohorts in the Building Racial Literacy programme with the strategic aim of the training being that every educator is racially literate and not 'race evasive' and that anti-racism becomes a baseline professional value and educators are empowered to identify and implement anti-racist behaviours and processes in their everyday practice. To support the work of the participants a network of practitioners has been established within Inverclyde to give space for discussion and sharing of ideas and resources. A member of our group has been named the joint winner of this year's General Teaching Council for Scotland (GTC Scotland) Saroj Lal Award for a Pioneering Spirit in Equality and Diversity. The award celebrates the work of teachers who actively challenge discrimination, demonstrating a pioneering spirit and determination, in a bid to promote and facilitate a culture and ethos of equality and diversity.

Through the peer review programme there is increasing evidence of a range of approaches being taken to develop both inclusive learning environments and approaches to curriculum planning with a clear anti racist message.

Next Steps:

- Continue to engage in national developments in relation to REAREP and Education Scotland
- Continue to support establishments to develop their approaches to inclusive curriculum and anti-racist education including participation in the Education Scotland Building Racial Literacy programme
- Continue to develop the second year of the S2 topic as well as supporting clusters to review curriculum content progression in relation to it.
- Inclusive Curriculum group to support establishments by identifying learning and teaching resources to deliver anti-racist education

F: Improving outcomes of care experienced children, young people

F1 Carry out a review of the Corporate Parenting Team, as part of the new Virtual School

F2 review existing approaches and establish revised systems and processes to closely monitor the progress of all Care Experienced Young People (CEYP) in all establishments alongside the role of the Virtual Head teacher (VHT)

F3 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

The virtual headteacher has made a strong start to implementing care-experienced plans aligned with 'The Promise'. The virtual headteacher has created a robust, up-to-date data dashboard that accesses both social work and education data. This has resulted in a strengthened understanding of who the care-experienced pupils are in each school.

The dashboard has also been used to support the identification of pupils who are at risk of exclusion or who need attendance support. The virtual headteacher is currently working with schools and young people to devise a tiered response to attendance concerns. A process for 'pupils at risk of exclusion' that activates a team around the child response before an exclusion happens, had been put in place. It is too early to review the impact of the process, but early indications are positive.

The virtual headteacher is aware of the need to improve the flow of information between education and social work to ensure that care-experienced data is up-to-date and mobilised to support young people. Plans are in place to strengthen this information flow.

The virtual headteacher has also met with all heads of establishments to raise awareness of their role and expectations of both parties. Plans are in place to work with each establishment to look at their care experience pupils' data with a view to action planning.

One of her first tasks was to review of the Corporate Parenting Team in June 2022. All stakeholders were consulted and engaged well in the process. The service is widely recognised as being valued by education staff, young people and their families. Social workers were also keen to highlight the importance they place on having corporate parent teacher support, for those young people who are not attending school. There were many strengths highlighted during the review and central to all of them was the passion and commitment shown for the young people and the relationships they have with young people, families and partners. The review highlighted that the main aspect that should be prioritised was the overall rationale of the service, including aim, structure, procedures, and aspects of delivery and the findings of the review would be used to implement a robust self-evaluation process by engaging in support offered. This includes a joint planning model with partner schools.

Unfortunately, there were some staffing issues at the start of the academic year that led to a delay in progressing the actions from the review. The PT of the service has now engaged in three, one to one sessions with Liz Sommerville to support with increasing knowledge and understanding of the self-evaluation process, with a particular focus on effective improvement planning. This has led to the creation of a clear plan spanning the next 18 months which will

focus on the findings of the review, including re-establishing the purpose of the service and creating a process whereby schools can monitor and review impact and evaluate next steps collegiately. The referral procedures will be included in the wider authority pilot for all peripatetic services and will be part of the ASG in the summer term.

Giving time for these processes to embed, there will then be clear evidence as to what impact the services is having directly on the attendance, engagement and attainment of the cohort. The service currently supports 36% of the virtual school role and further evidence is required, before decisions can be made regarding criteria for accessing the service in the future as the virtual school becomes more established.

The virtual school has now been fully established, which has led to the creation of a process to monitor, evaluate, support and challenge schools with regards to their care experienced learners. Within the virtual school data is analysed monthly and distributed to schools for discussion. This year the initial focus was to ensure schools had a raised awareness of their care experienced cohort as well as addressing any gaps in knowledge regarding these young people. There was also support provided in the early few months with regards to SEEMIS recording and updating of records including evaluating individual establishments processes and procedures for this. Establishments reported that they found this helpful and confidence was increased in terms of knowing this cohort.

Subsequently the data meetings have progressed to focus on attendance, attainment, engagement and interventions, creating space for school leaders to reflect on each child or young person's experiences and their response to this. Schools have an established contact for care experience and the next steps would be to outline the role of a designated manager for care experience and explore this through training and support from the virtual head. This would ensure the work that has been started would be imbedded and continue.

The process of engagement with the virtual school has been successful. School leaders are buying into the process and are increasingly confident in their own in school systems surrounding care experienced young people. It will be crucial next year to establish ways to share any good practice that is positively impacting care experienced children and young people.

Improving attendance rates continue to be a challenge for this cohort. There is fluidity within the numbers month to month and this can make comparisons difficult. To give further context the virtual school headteacher has been working with the data from May 22 to ensure accurate recording was taking place so this has had an impact on the figures as young people were recorded inaccurately over a period of months until this stabilised in February 23.

Those living away from home are averaging 91-92% most months and are supported to attend school effectively. There is little change in the size of this group over the year. Only 1 young person in the cohort is under 50%. These young people are supported to attend school via the universal offer provided within each establishment, and where required a more specific multi agency approach.

Those who are looked after at home have the lowest attendance of the categories. This group are averaging between 75%-78% attendance per month, however the cohort has decreased in size from 86 (in June) to 65 (in March). In discussions with schools this group are facing multiple barriers to attending school including mental health of themselves or parents/care givers, condoned absences, caring roles within the household, truancy due to dysregulated behaviour at school. This is not an exhaustive list. 13% of this cohort are under 50% attendance currently (9 pupils). The children and young people are supported at an enhanced collaborative level to attend school and there is evidence of collaborative approaches being tried. When children and young people are in school there are clear examples of flexible approaches to learning and timetables being utilised to create opportunities for relationships to be built and learning gaps to

be addressed. For next year, a collaborative approach to low or non-school attendance including social workers will require to be prioritised in line with the authority attendance strategy.

For our biggest cohort, those who are previously looked after, the average attendance is between 85%-87% each month. This cohort has increased in size from 252 – 277 since the virtual school started. 4% of this cohort are under 50% attendance (12 pupils). 27% (76 pupils) are between 80%-90% attendance and these are the pupils that have been targeted to assist in meeting the stretch aim set out to increase the number of pupils attending for over 85% of the time. 68% of the cohort are over 85% attendance and this is fairly consistent month to month. This is lower than the 71% we ended with in session 21/22.

There is a attendance project ongoing with the six secondary schools targeting previously care experienced young people who were between 70-84% attendance with a view to increasing the number of young people attending school for over 85% of the time. The early signs are that there will be small improvements made but it is unlikely the ambitious target will be met. These small tests of change are supporting schools to reflect on their universal support and approach to improving attendance through engaging in self evaluation tools. It is also allowing us to work collaboratively to identify the causes and themes leading to low attendance across the authority and put in specific responses to this. In the summer term these will be evaluated and this will feed into the wider attendance strategy.

Next steps

- Continue with Year 2 of the Virtual School, embedding and developing approaches being taken – see school's SIP for further details
- Continue to deliver awareness raising sessions relating to the work of the Promise Team and the Virtual school
- Continue to utilise the role of the Virtual head in leading aspects of the Children's Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice
- Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners.

Glossary of terms

Abbreviation	In full
AA	Attainment Advisor
AC	Attainment Challenge
ACEL	Achievement of Curriculum for Excellence Levels
AFC	Action for Children
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
BRL	Building racial literacy
BYOD	Bring Your Own Device
CEYP	Care Experienced Young People
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CMO	Coaching and Modelling Officer
DYW	Developing the Young Workforce
EAL	English as an Additional Language
EO	Education Officer
EPS	Education Psychological Services
EY	Early Years
GIRFEC	Getting it Right for Every Child
HMIe	Her Majesty's Inspectors of education
HOE	Head of Education
HSCP	Health and Social Care Partnership
HT	Headteachers
HWB	Health and Wellbeing
ICOS	Inverclyde Communication Outreach Service
JST	Joint Support Teams
KPI	Key Performance Indicators
LA	Local Authority
MCMC	More Choices More Chances
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework
PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education
QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nationals Convention on the Rights of the Child
VHT	Virtual head teacher