Inverclyde
council

Municipal Buildings, Greenock PA15 1LY

Ref: DS

Date: 28 April 2023

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 9 May 2023.

The Communities business will commence at <u>2pm</u> and the Education business at <u>4pm</u>.

Members may attend the meeting in person at Greenock Municipal Buildings or via remote online access. Webex joining details will be sent to Members and Officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 8 May 2023 how they intend to access the meeting.

In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.

Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.

Information relating to the recording of meetings can be found at the end of this notice.

IAIN STRACHAN
Head of Legal, Democratic, Digital & Customer Services

** to follow

BUSINESS

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	The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 6 of Part I of Schedule 7(A) of the Act.	
16.	**Early Learning and Childcare Funded Provider Update** Report by Corporate Director Education, Communities & Organisational Development providing an update on matters relating to the governance of funded providers.	**p**

The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.

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Enquiries to – **Diane Sweeney**– Tel 01475 712147

Report To:	Education & Communities Committee	Date:	9 May 2023
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/24/23/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities Revenue Budget Report - 2022/23 Projected Outturn at 28 February 2023		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 To advise Committee of the 2022/23 Revenue Budget position at 28 February 2023.

1.3 The total Communities Revenue Budget for 2022/23, excluding Earmarked Reserves, is currently £4,515,000. The latest projection is an underspend of £27,000 (0.6%), which is a reduction in expenditure of £42,000 since Period 9. More details are provided in section 3 of the report and the appendices.

1.4 The movement from Period 9 Committee is mainly the result of increased School Lets income and additional Employee Costs turnover savings being achieved.

2.0 RECOMMENDATION

2.1 It is recommended that the Committee note the current projected underspend for the 2022/23 Communities Revenue Budget of £27,000 as at 28 February 2023.

2.2 Committee is asked to approve virement of £25,000 as detailed in paragraph 3.5 and Appendix 5.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities
& Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2022/23 Revenue Budget and to highlight the main variances contributing to the projected underspend of £27,000 for 2022/23.

3.2 The current Communities Revenue Budget for 2022/23 is £4,515,000 which is an increase of £168,000 from the Approved Budget. Appendix 1 provides more details of the budget movement.

3.3 **2022/23 Projected Outturn (£27,000 underspend 0.6%)**

The main projected variances contributing to the net overspend are listed below and in Appendix 3:

(a) Projected overspend of £17,000 for Libraries & Museum. Following approval of the virement requested at paragraph 3.5 and Appendix 5, the shortfall in Income will reduce to £27,000. A budget pressure for 2023/24 of £25,000 was also agreed at the Policy & Resources Committee on 15 November 2022. There is a projected underspend of £21,000 in Employee Costs due to vacant posts and a projected overspend of £11,000 due to minor variances within Property Costs and Supplies.

(b) Projected overspend of £65,000 for Sports and Leisure due to an overspend on Free Swimming for Under 16s. As part of the 2023/25 Budget setting process, it was agreed to amend the policy, increase this budget by £35,000 and return to a fixed funding arrangement with Inverclyde Leisure which will remove the overspend in the new financial year.

(c) Projected underspend of £49,000 for Community Safety Employee Costs due to vacant posts.

(d) Projected underspend of £60,000 for Community Halls. Following approval of the virement requested at paragraph 3.5 and Appendix 5, the Income from School Lets budget will over recover by £47,000. Summer Playschemes are projected to underspend by £20,000 due to activities being funded by grant income instead of core budget.

3.4 **EARMARKED RESERVES**

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is £1.247 million, which is 99.8% of phased budget and 97.0% of total projected spend.

3.5 **VIREMENTS**

Committee are asked to approve a £25,000 virement as detailed in Appendix 5. The Income from School Lets budget will be increased to reduce the over recovery of income in Community Halls and the Libraries & Museum Income budget will be reduced to decrease the shortfall in income. This virement is permanent in nature and is reflected throughout this report.

4.0 PROPOSALS

4.1 The Committee are asked to note the current projected underspend for 2022/23 of £27,000 as at 28 February 2023.

4.2 The Committee are asked to approve the virement of £25,000 requested in paragraph 3.5 and Appendix 5.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

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

5.2 **Finance**

The report has been prepared on the basis that the permanent virement requested in 3.5 is approved.

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**

There are no specific legal implications arising from this report.

5.4 **Human Resources**

There are no specific human resources implications arising from this report.

5.5 **Strategic**

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Communities Budget Movement - 2022/23

Period 11 - 1st April 2022 to 28th February 2023

Service	Approved Budget 2022/23 £000	Inflation £000	Virement £000	Movements Supplementary Budgets £000	Transferred to EMR £000	Revised Budget 2022/23 £000
Libraries & Museum	1,653	93	28			1,774
Sport & Leisure	870		15			885
Community Safety	515	34				549
Community Halls	931	22	(24)			929
Grants to Voluntary Organisations	378					378
Totals	4,347	149	19	0	0	4,515

Movement Details

External Resources

	£000
Inflation	
Non Teachers Pay Inflation	149
	149
Virement	
Rankin Park from ERR	15
Insurance Virement	4
	19
Supplementary Budget	0
	168

APPENDIX 2

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

Period 11 - 1st April 2022 to 28th February 2023

2021/22 Actual £000	Subjective Heading	Approved Budget 2022/23 £000	Revised Budget 2022/23 £000	Projected Out-turn 2022/23 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,878	Employee Costs	1,881	2,084	2,021	(63)	(3.0%)
573	Property Costs	581	581	583	2	0.3%
1,047	Supplies & Services	1,033	1,049	1,052	3	0.3%
7	Transport Costs	3	3	9	6	200.0%
60	Administration Costs	75	79	79	0	-
2,023	Other Expenditure	1,089	1,105	1,150	45	4.1%
(1,269)	Income	(315)	(386)	(406)	(20)	5.2%
4,319	**TOTAL NET EXPENDITURE**	**4,347**	**4,515**	**4,488**	**(27)**	**(0.6%)**
0	Earmarked Reserves	0	0	0	0	
4,319	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**4,347**	**4,515**	**4,488**	**(27)**	**(0.6%)**

2021/22 Actual £000	Objective Heading	Approved Budget 2022/23 £000	Revised Budget 2022/23 £000	Projected Out-turn 2022/23 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,664	Libraries & Museum	1,653	1,774	1,791	17	1.0%
968	Sports & Leisure	870	885	950	65	7.3%
462	Community Safety	515	549	500	(49)	(8.9%)
827	Community Halls	931	929	869	(60)	(6.5%)
398	Grants to Vol Orgs	378	378	378	0	-
4,319	**TOTAL COMMUNITIES**	**4,347**	**4,515**	**4,488**	**(27)**	**(0.6%)**
0	Earmarked Reserves	0	0	0	0	
4,319	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**4,347**	**4,515**	**4,488**	**(27)**	**(0.6%)**

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Period 11 -1st April 2022 to 28th February 2023

Out Turn 2021/22 £000	Budget Heading	Budget 2022/23 £000	Proportion of Budget	Actual to 28-Feb-23 £000	Projection 2022/23 £000	(Under)/Over Budget £000	Percentage Over / (Under)
	Libraries & Museum						
1,198	Employee Costs	1,318	1,035	1,108	1,297	(21)	(1.6%)
(21)	Income	(59)	(54)	(30)	(32)	27	(45.8%)
	Sports & Leisure						
151	U16 Free Swimming	120	110	177	185	65	54.2%
	Community Safety						
416	Employee Costs	508	431	386	459	(49)	(9.6%)
	Community Halls						
17	Playschemes	40	40	20	20	(20)	(50.0%)
(239)	School Lets Income	(164)	(150)	(213)	(211)	(47)	28.7%
Total Material Variances						**(45)**	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

Project	Lead Officer/ Responsible Manager	c/f Funding 2021/22 £000	New Funding 2022/23 £000	Write Back General Reserves £000	Total Funding 2022/23 £000	Phased Budget Period 11 2022/23 £000	Actual Period 11 2022/23 £000	Projected Spend 2022/23 £000	Amount to be Earmarked for 2023/24 & Beyond £000	Lead Officer Update
Community Fund (Participatory Budgets)	Tony McEwan	40			40	0	26	26	14	Final expenditure delayed until 2023/24 due to ongoing governance checks.
Community Support Fund	Tony McEwan	50		(50)	0	0	0	0	0	Balance written back as no commitments against this budget.
COVID 19 - Recovery of Cultural Events	Tony McEwan	10			10	0	0	10	0	Funding will pay for external consultant working on Heritage Lottery bid for Libraries. Awaiting Invoice.
Covid - Inverclyde Leisure Recovery	Tony McEwan	798	278		1,076	1,076	1,076	1,076	0	IL have used £798k to offset against payroll costs. Additional funding of £279k was awarded by Sept P&R and was also offset against payroll costs.
Covid Recovery - Lighting Gourock Amphitheatre	Tony McEwan	29			29	29	0	29	0	Work completed, awaiting charge from Building Services / Roads.
Covid Recovery - Signage for Rankin Park	Tony McEwan	9		(9)	0	0	0	0	0	Balance written back as signs no longer required.
Covid Recovery - Allocation to Localities for Recovery Events	Tony McEwan	120			120	120	120	120	0	Payments to various community groups for events over summer months. Spending complete.
Summer of Fun	Tony McEwan	25			25	25	25	25	0	Contribution to Pictures in the Park and Cultural Events. Spending complete.
Total		**1,081**	**278**	**(59)**	**1,300**	**1,250**	**1,247**	**1,286**	**14**	

COMMUNITIES COMMITTEE

VIREMENT REQUESTS

Budget Heading		Increase Budget £	(Decrease) Budget £
Libraries Income School Lets Income	1	25,000	(25,000)
		25,000	**(25,000)**

Note

1 -Increase School Lets Income budget by £25,000 to reduce shortfall in Libraries Income.

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**9 May 2023**
Report By:	**Corporate Director Education, Communities & Organisational Development and Chief Financial Officer**	**Report No:**	**EDUCOM/27/23/HS**
Contact Officer:	**Hugh Scott, Service Manager**	**Contact No:**	**01475 715459**
Subject:	**Communities Capital Programme Progress and Asset Related Items**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to consider performance reporting for the Communities part of the Education & Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme and Asset related items.

1.3 This report advises the Committee of the progress of the projects within the Communities Capital Programme and those external grant funded projects where the Council holds all or part of the grant funding for projects being progressed through partner organisations. The report also provides an update on other Council Community Asset related activity.

1.4 The Communities capital budget is £3.960m with total projected spend on budget. The Committee is projecting to spend £1.159m in 2022/23 after net slippage of £1.259m (52.07%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee

- notes the current position and the progress on the specific projects of the 2023/26 Capital Programme;
- notes the position with the Parklea Branching Out project and the approval of funding from the Reserves allocation held by the Policy & Resources Committee as outlined in 3.11.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2nd March 2023.

3.2 The report also covers progress of external partner projects where the Council holds all or part of the funding through successful bids as part of the Scottish Government Regeneration Capital Grant Fund process.

2023/26 Current Capital Position

3.3 The Communities capital budget is £3.960m. The budget for 2022/23 is £2.418m, with spend to date of £1.111m equating to 45.95% of the original approved budget and 95.86% of the revised estimated spend. The current projection is £3.960m which means total projected spend is on budget.

3.4 The Committee is projecting to spend £1.159m in 2022/23 with net slippage of £1.259m (52.07%) being reported subject to the year accounting and accrual process. This is an increase in slippage of £0.077m (3.18%) from the previous reported position and is due to delays experienced on the King George VI Community Hub project as outlined in 3.8 below. Appendix 1 details the capital programme.

Communities Capital Projects

3.5 **Lady Alice Bowling Club:** The Council continues to support the management committee of Lady Alice Bowling Club in respect of the building project and related costs. The work has now been completed with the exception of various snagging items which remain to be addressed. The full lease agreement is currently being progressed through Legal Services and projected to be concluded by the end of May 2023.

3.6 **Leisure Pitches Asset Management Plan / Lifecycle Fund:** The lifecycle works continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. As previously reported, the lifecycle management of the leisure pitches over the next five years will predominantly involve periodic surface rejuvenation and regular review of the carpet condition against lifecycle plan anticipated life. It should be noted however that the condition of the two 5-a-side pitches at the Lady Octavia facility is currently being assessed with the carpets exhibiting significant deterioration. It is likely that a pitch carpet replacement will be required which will require a review of the phasing and expenditure profile of the current lifecycle plan.

3.7 **Waterfront Leisure Centre Training Pool Moveable Floor:** As previously reported, the final site programme is dependent on the progression of the specialist sub-contractor survey, design and manufacture process. The Contractor has now provided a programme which indicates manufacture of the pool floor commencing in May and a site installation period from mid-September to mid-October 2023. At the time of preparing the report, the final structural tests and inspections required to confirm these dates are programmed for the end of April.

3.8 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) with the objective of sympathetically restoring an important heritage building for community use, including introduction of a series of low carbon energy saving design solutions which will help shape and inform future design direction and contribution to the Council's net-zero objectives. As previously reported, the project has experienced delays due to poor ground conditions and below ground drainage complexities during the initial groundworks stage of the works. Further inspections have been undertaken of adjoining buildings drainage systems to identify the source of water ingress to the building solum

including liaison between adjacent private owner occupiers and commercially leased properties. Surface water attenuation and drainage is now complete including adjustments to the design to address the issues noted above. Due to the logistical complexities of access to the rear garden area the external works have been progressed with gabions now complete and surfacing in place. The foundations for the new stairwell extension are complete with steel frame currently being erected. Internally the solum stone infill has been placed with additional tanking works to address the water ingress being programmed imminently. It should be noted that limited project contingency sums remain having been required to address the groundworks issues experienced to date. The previously reported revised completion date of late 2023 remains under review subject to the completion of the remaining substructure activity and the ability to progress the above ground elements including the building service installations.

Communities External Partner Projects

3.9 **Craigend Resource Centre:** The recently completed facility provides the East End of Greenock with a new, modern space for residents of the area and wider community. The upgrade work included the construction of a new cark park and toddlers' play park. Officers are currently working with Craigend and the Scottish Government on the final accounts which should be complete by the end of May 2023.

3.10 **The Inverclyde Shed Meet, Make + Share:** The Scottish Government Regeneration Capital Grant Fund (RCGF) funded project involves the transformation of a vacant light industrial unit in East Blackhall Street into a community workshop. Work has now been completed with Provost McKenzie officially opening the new space on 31st March 2023.

3.11 **Parklea Branching Out:** Parklea Branching Out (PBO) was awarded £1.1m funding through the Regeneration Capital Grant Fund (RCGF) to deliver a project that seeks to develop a new central community activity hub which will become a focal point of the work of PBO and provide an increased variety of training and work experiences for clients. A report on the project was submitted to the Policy and Resources Committee of 21st March 2023 outlining the position following a tender exercise and the funding gap associated with the challenging economic and market conditions, including the extraordinary rise in the price of materials which are impacting the delivery of all capital programme projects. The Committee agreed to allocate up to £250,000 from Council Reserves in addition to the Scottish Government allocating a further £201,000 to the project. All necessary documentation has been submitted to Scottish Government (RCGF) with works hoped to commence on site early summer 2023 subject to the main contract mobilisation period.

3.12 **Update on Asset Transfer Working Group**

Asset Transfer: The Asset Transfer Working Group continues to meet monthly. It is chaired by the Head of Culture, Communities and Educational Resources, with representation from the Communities Service, Legal Services, Property Services and Community Planning. The purpose of the working group is to ensure a co-ordinated approach amongst the key services that are involved in asset transfers. Work is currently taking place to update and revise information on the Council's web site in relation to asset transfer, including the development of guidance for communities on how to go about an asset transfer.

The table below provides details of asset transfers that have been recently completed or are ongoing.

Asset Transfers that have been completed
Lady Alice Bowling Club – work started in September 22 and is substantially complete with lease projected to be concluded by end of May 2023.

McLean's Yard / Cove Road – transfer and 25-year lease agreed.
East Blackhall Street – transfer completed in December 22.
Asset Transfers that are ongoing
Caddlehill Community Garden – The Environment and Regeneration Committee agreed to a lease in June 2022 and this is currently being drawn up.
Larkfield Community Halls – ongoing
Morton in the Community – discussions are taking place to identify suitable land. Ongoing
Martial Arts Academy – discussions are taking place to identify suitable land. Ongoing

4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

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		X	
Legal/Risk		X	
Human Resources		X	
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty			X
Children & Young People's Rights & Wellbeing			X
Environmental & Sustainability			X
Data Protection			X

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**

There are no known Legal implications contained within this report.

5.4 **Human Resources**

There are no known Human Resources implications contained within this report.

5.5 **Strategic**

None.

6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Interim Head of Property Services and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

	1	2	3	4	5	6	7	8	9
Project Name	Est Total Cost	Actual to 31/3/22	Approved Budget 2022/23	Revised Est 2022/23	Actual to 31/03/23	Est 2023/24	Est 2024/25	Est 2025/26	Future Years
	£000	£000	£000	£000	£000	£000	£000	£000	£000
Communities									
Lady Alice Bowling Club Refurb	240	18	92	222	222	0	0	0	0
Indoor Sports Facility For Tennis	94	94	503	0	0	0	0	0	0
Leisure Pitches AMP - Lifecycle Fund	1,216	0	384	595	581	20	50	50	501
WLC - Moveable Pool Floor	400	34	346	26	26	280	60	0	0
PG New Community Hub (King George VI Building)	1,734	124	1072	290	256	1,110	210	0	0
Parklea Branching Out	250	0	0	0	0	0	250	0	0
Complete On Site	26	0	21	26	26	0	0	0	0
TOTAL	3,960	270	2,418	1,159	1,111	1,410	570	50	501

Report To:	Education & Communities Committee	**Date:**	**9 May 2023**
Report By:	Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/20/23/MR**
Contact Officer:	Michael Roach Head of Education	**Contact No:**	**01475 712850**
Subject:	Education Scotland Report on Newark Primary School		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision ☒For Information/Noting

1.2 The purpose of this report is to inform the Education & Communities Committee of the Education Scotland full inspection of Newark Primary School.

2.0 RECOMMENDATIONS

2.1 Newark Primary School was inspected from 7 – 10 of February 2023, under the Education Scotland's full inspection model. The inspection focused on progress being made within the school leading improvement for change, the quality of learning and teaching, how the school ensures wellbeing, equalities and inclusion and how well they raise attainment, securing progress in closing the poverty-related attainment gap.

2.2 The report published in on 28 March 2023 outlines four key strengths of the work of the school which include:

- The strong pastoral leadership which creates a nurturing and highly inclusive learning environment for all. Senior leaders and staff understand clearly the needs of the school community and work effectively with partners and parents to improve outcomes for children.

- All staff are keen to develop their skills and knowledge and work successfully as a team to improve their practice. They have worked well together to develop children's understanding of their rights.

- The range of approaches used by staff to help children who need additional support in their learning. These approaches encourage children with additional support needs to engage readily with classroom activities and to be independent learners.

- Children's rich opportunities to experience wider achievements. These are helping children to develop effectively their skills for leadership, learning, life and work.

2.3 Education Scotland highlighted three areas for improvement which include:

- Senior leaders should work with the whole school community to identify key areas of improvement and carefully monitor the impact of approaches to raising attainment and achievement.

- Senior leaders and teachers should continue to develop a shared understanding of high-quality learning and teaching and ensure all children receive learning that is well matched to their needs.

- Senior leaders and teachers should continue to work together to raise children's attainment in literacy and numeracy.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Education & Communities Committee notes the Education Scotland report on Newark Primary School.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 As part of Education Scotland's inspection programme for 2022/23, Newark Primary was inspected in February 2023. Education Scotland staff, a Health and Nutrition Inspector (HNI), associate assessors from education authorities, evaluated the education provision provided within the school.

4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

1.3	Leadership of change
2.3	Learning, teaching and assessment
3.1	Ensuring wellbeing, equality and inclusion
3.2	Raising attainment and achievement

4.3 Education Scotland assessed and reported on the views of parents, pupils, partners and staff, as well as the quality of leadership, learning and teaching, how well the school ensures wellbeing, equality and inclusion and how well the school was raising attainment and achievement for all pupils.

4.4 The inspection team also reviewed the 2.2 quality indicators (QIs) linked to curriculum / learning pathways and 2.7 Partnerships: Impact on learners – parental engagement. These QIs are not graded as above.

4.5 The report was published on 28 March 2023. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

5.0 CURRENT POSITION

5.1 Newark Primary School has received a very positive report overall from Education Scotland which outlines the progress made in four key areas. There are three areas for improvement across the school as noted in 2.3. As well as this an area of best practice has been identified and this will be written up by Education Scotland as a "sketch note" and shared nationally.

5.2 Inspectors found that the school is warm, inclusive and nurturing with a very positive family ethos. The school values, refreshed these in 2020, are meaningful to all and are fully embedded in the daily life and work of the school.

5.3 The report confirms that the headteacher and depute headteachers are held in high regard across the school and local community. They are caring, proactive and committed to improving outcomes for children. Inspectors found that senior leaders work very well together as a team to provide strong pastoral leadership for the children, parents and staff.

5.4 Inspectors found that teachers create welcoming, nurturing classroom environments demonstrating their commitment to providing children with a rights-based education. Teachers at the early level support children's learning successfully using embedded play-based approaches.

5.5 The report outlines that children are encouraged to play an active role in the wider life of the school. They apply for jobs advertised on the vacancy notice board and can join a range of committees.

5.6 Inspectors found that staff had reviewed their curriculum rationale which is underpinned by UNCRC and that teachers make good use of local authority progression pathways to support children's skills development in literacy and numeracy supporting them to plan effectively for

progression and skills development, building on what children already know.

5.7 Children were found to be involved in initiatives and events such as whole school health promotion, anti-bullying, world of work week, global citizenship and learning for sustainability. Digital leaders and digital literacy champions have a focus on increasing opportunities to allow children to explore a wider range of digital technology.

5.8 The report confirms that the school plays a significant role in the life of the community. Partnerships with parents are based on mutual trust and respect which is resulting in increasing parental engagement. Parents feel that staff are approachable and always willing to listen to their concerns.

5.9 In inspection team found that the wellbeing of children and their families underpins all aspects of learning and development across the school community. As a result, children feel safe, valued and respected.

5.10 The report outlines that staff undertake professional learning in specialist approaches to ensure they can provide the right kind of help for children with more complex needs. Senior leaders, teachers, pupil support assistants, clerical and janitorial staff understand the impact of trauma and coping with adversity. They use trauma sensitive approaches including supportive language and sensory spaces across the school to help children to self regulate.

5.11 The inspection found that children's achievements within and outwith school are celebrated very effectively in a variety of ways, such as attractive displays, regular assemblies and the school's active social media account. The headteacher and all staff have a robust understanding of the social, economic and cultural background of all children. They work very effectively with a wide range of partners to identify and respond to children and families' needs.

5.12 Inspectors found that senior leaders track closely the attainment and achievements of children facing particular challenges. These include children who are care experienced, young carers, and those impacted by poverty.

5.13 In assessing the quality indicators, Education Scotland found them to be the following:

1.3	Leadership of change	Good
2.3	Raising attainment and achievement	Good
3.1	Ensuring wellbeing, equality and inclusion	Very Good
3.2	Raising attainment and achievement	Good

An area of best practice relating to the school's work around anti-racist education has also been identified during the inspection. This will be captured as a "sketch note" and shared nationally. Examples of these can be found here: Sketchnotes - Sharing highly effective practice and inspection highlights | Self-evaluation | National Improvement Hub (education.gov.scot)

The inspection found that staff ensure that children understand and challenge discrimination. They have successfully developed a racial literacy model which is ensuring that children of different ethnic groups are treated fairly. Children explore and discuss a range of topics which celebrate diversity through the health and wellbeing programme. Children across the school understand and can talk about cultures and ideas which are different to their own. The General Teaching Council for Scotland (GTCS) recognised the school's work on anti-racism through the Saroj Lal Award for Pioneering Spirits in Equality and Diversity.

5.14 The report outlines that Education Scotland are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

5.15 They have asked that the Education Service and school will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

5.16 The Head teacher and Depute Head Teacher(s) continue to meet with their Education Officer on

a regular basis to ensure that the actions from the report and incorporated into their school improvement plan and thus track progress. This will be reported on in full in the annual standards and quality report to parents.

6.0 IMPLICATIONS

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

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

6.2 **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					

6.3 **Legal/Risk**

N/A.

6.4 **Human Resources**

N/A.

6.5 **Strategic**

N/A.

7.0 CONSULTATION

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.

Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**9 May 2023**
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**Report No:**	**EDUCOM/29/23/EM**
Contact Officer:	Eddie Montgomery	**Contact No:**	**01475 712472**
Subject:	Education Capital Programme 2023/26 - Progress		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to consider performance for the Education part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Education Capital Programme.

1.3 The Education capital budget is £16.718m with total projected spend on budget. The Committee is projecting to spend £2.525m in 2022/23 with £320k advancement being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2023/26 Capital Programme as outlined in the report and appendix.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2nd March 2023.

3.2 The report also covers progress on the limited programme of works remaining connected with the 1140 Hours Expansion of Early Learning and Childcare and the initial Scottish Government capital funding allocation to support the phased expansion of free school meals to primary school children.

2023/26 Current Capital Position

3.3 The Education capital budget is £16.718m. The budget for 2022/23 is £2.205m, with spend to date of £2.522m equating to 114.38% of original projected spend (99.88% of the revised projection). The current projection is £16.718m which means total projected spend is on budget. The revised projection for 2022/23 is £2.525m with £320k (14.51%) advancement in connection with the over expenditure on the Gourock Primary School project and advancement of lifecycle spend partially offset by slippage in ELC CFCR projects and the inclusion of the free school meals capital allocation in the current 2022/23 projection which altered the baseline approved budget. This is an increase of £241k (10.93%) from the previous reported advancement position. Appendix 1 provides more detail.

Education Capital Projects

3.4 **Gourock Primary School Extension:** As previously reported to Committee, the project was completed in December 2022 with the final account negotiations for the project on-going. The overall project cost reconciliation is also subject to the engagement and resolution of the original construction contract and related performance bond. Over expenditure of £425K is currently being reported (£349K in previous report). The Committee has previously been advised that the over expenditure was being offset by an allocation from free school meals capital funding, however the position has altered as outlined in 3.6 below. The over expenditure is being contained through a review of existing unallocated funds within the lifecycle fund and the complete on site allowances as originally proposed, subject to any change in the free school meal funding and any further capital allocations. The Committee is requested to note the revised position and that a report on the final outcome will be brought back to a future meeting of the Committee. An official opening of the extension is planned for Tuesday 16th May.

Education Lifecycle Works

3.5 **General Lifecycle Works:** The lifecycle programme for the Education estate is informed from the external condition surveys carried out in connection with asset management and estate core fact reporting. The budget also addresses suitability issues identified from the surveys undertaken through Heads of each establishment and sufficiency issues identified through the continued monitoring of school rolls and projections. The lifecycle programme for the four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The 2022/23 programme of works has been completed. The rolling 2023/24 programme is now being progressed which includes the following:

- school artificial pitch lifecycle works (carpet replacement at 3 secondary schools – Port Glasgow Community Campus 3G / St Columba's High School 3G / Inverclyde Academy 2G & MUGA);
- active panel refresh programme (4 primary schools);
- LED lighting upgrade projects (various locations);
- elemental replacement and minor refurbishment/improvement projects (various).

The 2023/24 PPP lifecycle programme has been submitted and reviewed by Property Services with minor works undertaken over the Easter holiday period and further works planned for summer.

Free School Meals

3.6   The Scottish Government confirmed in November 2022 capital funding allocations for 2022/23 to support the phased expansion of free school meals to primary school children. It was noted that this funding is to be used in 2022/23 to support initial investment in school infrastructure, including school catering and dining, ahead of further expansion of free lunches for primary school children later in the parliamentary term. The funding is to be used to support capital costs incurred in delivering primary 5 expansion, and for preparation for primary 6 and 7 expansion. The previous report to Committee noted that the Scottish Government had communicated that a further allocation for 2023/24 was being made available however this is now subject to a National review of the free school meals allocations with only the initial £350K 2022/23 allocation being made available, this is reflected in Appendix 1. As previously reported, the works involved relate to alterations within a number of school kitchens and this will require use of the summer holiday period and will be dependent on the lead time for the types of equipment involved. Officers from Technical Services have been working with Facilities Management staff to establish the full scope and a draft programme which will be subject to progression of the tender exercise and engagement of the necessary kitchen specialist contractors. It was noted in the previous report that a number of projects already undertaken through the School Estate Management Plan have contributed to the ability to deliver the expansion of free school meals including the recently completed Gourock Primary School Extension project which involved the provision of a new dining/activity hall and the relocation/upgrade of the kitchen. The Committee is requested to note that the previous proposal to allocate the initial £350K 2022/23 allocation against the Gourock Primary School project is no longer possible with the allocation required to progress the multiple kitchen alterations, the over expenditure on Gourock is now being addressed as outlined in 3.4 above.

1140 Hours Expansion - **Various Establishment Minor Works**

3.7   An allocation of funds was made available from the projected early years revenue underspend to address improvements across a number of early years establishments associated with access to, and use of, external environments. Works have been completed at Blairmore Nursery and Hillend Children's Centre. The project at Wemyss Bay Nursery Class has recently been certified complete. The scope and specification of the works proposed at Kings Oak Nursery Class is currently being reviewed by the Early Years Service with a view to progression over the Summer holiday period if possible.

4.0   PROPOSALS

4.1   The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

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		X	
Legal/Risk		X	
Human Resources		X	
Strategic (LOIP/Corporate Plan)			X
Equalities & Fairer Scotland Duty			X
Children & Young People's Rights & Wellbeing			X
Environmental & Sustainability			X
Data Protection			X

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**

There are no known Legal implications contained within this report.

5.4 **Human Resources**

There are no known Human Resources implications contained within this report.

5.5 **Strategic**

None

6.0 **CONSULTATION**

6.1 This report has been prepared following consultation with the Interim Head of Property Services and Finance Services.

7.0 **BACKGROUND PAPERS**

7.1 None.

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1 Est Total Cost £000	2 Actual to 31/3/22 £000	3 Approved Budget 2022/23 £000	4 Revised Est 2022/23 £000	5 Actual to 31/03/23 £000	6 Est 2023/24 £000	7 Est 2024/25 £000	8 Est 2025/26 £000	9 Est Future Years £000
SEMP Projects									
Balance of Life Cycle Fund	11,975	0	805	1,090	1,088	1,384	4,000	4,000	1,501
Gourock PS - Extension	3,509	2,311	706	1,198	1,198	0	0	0	0
CO2 Monitors In Schools	183	91	53	31	31	0	61	0	0
Free School Meals	350	0	350	0	0	50	300	0	0
Complete on site	390	0	71	122	122	0	268	0	0
Total SEMP	**16,407**	**2,402**	**1,985**	**2,441**	**2,439**	**1,434**	**4,629**	**4,000**	**1,501**
ELC 1140 Projects									
ELC Complete On Site	141	0	71	4	4	0	137	0	0
TOTAL ELC Expansion	**141**	**0**	**71**	**4**	**4**	**0**	**137**	**0**	**0**
CFCR Projects									
Early Learning Centres Various - Direct Access / Canopies etc	170	21	149	80	79	69	0	0	0
	170	**21**	**149**	**80**	**79**	**69**	**0**	**0**	**0**
TOTAL ALL PROJECTS	**16,718**	**2,423**	**2,205**	**2,525**	**2,522**	**1,503**	**4,766**	**4,000**	**1,501**

Inverclyde council

AGENDA ITEM NO: 9

Report To:	Education & Communities Committee	Date:	9 May 2023
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/23/23/MR
Contact Officer:	Michael Roach	Contact No:	01475 712850
Subject:	Education Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes update on:

- Care Inspectorate inspection outcomes
- Education reform update
- Tier 2 and 3 mental health support update
- Learning hours consultation

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to note the content of the update report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 **Care Inspectorate inspection outcomes**
There have been no inspections since the last Committee.

3.2 **Education reform update:**

Phase 3 of the Independent Review of Qualifications and Assessment
Since the last Committee in March 2023 an interim report from the Hayward review has been published (full details in link below) that has recommended an end to S4 exams for students who will continue with a subject beyond that year. It also proposes a "Scottish Diploma of Achievement" to better represent students' full range of achievements while at school. This would see an end to senior secondary students sitting high-stake exams three years running, at the end of S4, S5 and S6.

Since the interim report was published stakeholders had until 7 April to share further views as previously reported to committee.

Hayward briefing report
[Independent Review of Qualifications and Assessment: Phase 3 Briefing Paper (www.gov.scot)](www.gov.scot)

Full interim report from Hayward
[Independent Review of Qualifications and Assessment in Scotland: interim report - gov.scot (www.gov.scot)](www.gov.scot)

3.3 **Education bodies reform update**
There have been no updates provided as to the reform programme relating to education Scotland or the SQA since the last committee. More on the reform process and programme can be found here: [Education reform programme - gov.scot (www.gov.scot)](www.gov.scot)

3.4 **Tier 2 and 3 mental health provision**
Consideration has been given to a previous question asked at committee regarding how the introduction of Tier 2 mental health and wellbeing services in Inverclyde has impacted upon the rates of referral to the local Inverclyde CAMHS service. Whilst it was not possible at this point in time to acquire the specific data regarding CAMHS referrals in Inverclyde the data for CAMHS across Greater Glasgow and Clyde Health Board indicates that in the past two years there has been a 30% increase in referrals. Since the pandemic, referrals to CAMHS have mainly been emergency/urgent referrals (for example, suicidal or eating disorders). It would therefore be difficult to determine if the referral rate would have decreased with the introduction of Tier 2 services. However, when the data from Inverclyde becomes available the expectation is that it can evidence that there is an increase in the redirection of CAMHS referrals to Tier 2 services and also a reduction in referrals rejected by the local CAMHS.

In Inverclyde the regular multi-disciplinary Emotional Well-being Triage meetings initiated through the Children and Young People Community Mental Health and Wellbeing Framework are streamlining the redirection of referrals that CAMHS in Inverclyde. Tier 2 services are an integral part of these Triage meetings and are thus in a position to respond effectively and timeously.

3.5 **Learning Hours consultation**
The Scottish Government published a consultation on proposals to prescribe the minimum annual number of learning hours that local authority and grant aided schools must provide on 21 March 2023. You can view the consultation via the following link [Prescribing the minimum annual number of learning hours: consultation - Scottish Government - Citizen Space](#) .

The Education Service will agree a full response to the consultation with the convener of the Education Committee by the deadline of 13 June 2023.

4.0 IMPLICATIONS

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

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

4.2 **Finance**

There are limited financial costs associated with the information provided in this paper.

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					

4.3 **Legal/Risk**

There are no legal implications.

4.4 **Human Resources**

N/A.

4.5 **Strategic**

N/A.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Inverclyde
council

Report To:	Education & Communities Committee	**Date:**	**9 May 2023**
Report By:	Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/21/23/MR**
Contact Officer:	**Michael Roach**	**Contact No:**	**01475 712850**
Subject:	**Outcome of Statutory Consultation Process – Change of Blairmore Nursery School to Blairmore Children's Centre**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to approve the outcome of the statutory consultation process regarding the future leadership and status of Blairmore Nursery School.

1.3 The Education Service carried out a pre-formal consultation process with key stakeholders on the future leadership and status of Blairmore Nursery School in Greenock during October and November 2022. The outcome of this was shared with the Education Committee in January 2023 and as a result agreed to a statutory consultation process being carried out.

1.4 The statutory consultation process ran from 27 January 2023 to 14 March 2023. The full background and process followed is outlined in the attached report on the consultation process in Appendix 1.

1.5 Education Scotland were fully involved in the consultation process and have produced a report which can be found within the appendixes of Appendix 1. HM Inspectors agree that the proposal allows for continuity of the education provision within a standalone ELC.

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to approve the outcome of the statutory consultation that Blairmore Nursery School should become Blairmore Children's Centre from August 2023.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Please refer to Appendix 1 which outlines the pre-consultation and formal consultation process in full.

4.0 PROPOSALS TO BE TAKEN FORWARD TO FORMAL CONSULTATION

4.1 Given the outcome of the formal consultation process alongside the report carried out by Education Scotland, officers now recommend that the proposal to change Blairmore Nursery School to Blairmore Children's Centre should be taken forward.

4.2 The key action for the service, should the recommendations of this report be agreed, would be the recruitment process for a new head of centre which can be carried out allowing a new head to take up post for August 2023. The current Acting Head teacher is in post until August 2023.

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	X		
Legal/Risk	X		
Human Resources	X		
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty	X		
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection		X	

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
00687 Blairmore Nursery	Employee Costs	August 2023	(£17,000)	N/A	This is the salary differential between a Headteacher and a Head of Centre. This was agreed as part of the 2023/24 budget process and the part year effect for 2023/24 is £11,000.

5.3 **Legal/Risk**

A statutory consultation has taken place in accordance with the Education (Scotland) Act.

5.4 **Human Resources**

The recruitment of a new Head of Centre will be carried out if approved.

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.
	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.
✓	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.
✓	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**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
✓	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.
✓	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 The formal statutory consultation has been completed as per the report.

7.0 BACKGROUND PAPERS

7.1 Appendix 1 provides the background to this report.

Inverclyde
council

Outcome of the Statutory Consultation on the proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

April 2023

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration in May 2023.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

Contents

1. **Purpose of the report**

2. **Background on the consultation process**

3. **Summary of written responses**

4. **Summary of oral responses from public meetings**

5. **Summary of response by Education Scotland**

6. **Review of proposals by Education Services (Inverclyde Council)**

7. **Resource, risk and policy implementation**

Appendices

1. **Consultation paper and response form inc list of consultees**

2. **Comments from consultation response form submissions**

3. **Report from Education Scotland**

1. Purpose of the report

1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to change the current B Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

2. Background on the consultation process

2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 24th January 2023 to consult on the proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.

2.3 A copy of the proposal document was made available from 27th January 2023 to 14th March 2023 to statutory and other consultees as listed in Appendix 1.

2.4 The consultation document was available from a variety of sources including the Inverclyde Council website, schools and early years centres, libraries and the council buildings.

2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 27th January 2023 to 14th March 2023 during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the consultation document is attached to this report (Appendix 2). The collated feedback received from the consultation response forms is shown in Appendix 3.

2.6 As part of the consultation process there were also one public meeting was held. This was held on Monday 27 February 2023 at 6:30 pm at All Saints Primary School. No one attended this meeting and so no summary of any oral representations was able to be collated.

2.7 Inverclyde Council sent a copy of the proposal document to Education Scotland on 27th January 2023. As required, just after the 14th of March Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

2.8 Inverclyde Council received a copy of Education Scotland's report on 24 March 2023. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 5.

2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.

2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on 9th May 2023.

3.0   SUMMARY OF WRITTEN RESPONSES (FULL RESPONSE APPENDIX 2)

3.1   An online survey generated 41 responses, 31 partial responses and 10 complete. Most of the partial responses answered yes or no as to whether they were in agreement with the proposal. Across all the responses, 29 were in favour, four were not and four were undecided. The majority of survey respondents are in favour of the proposal.

4.   Summary of oral responses from public meetings

4.1   As above a public meeting was held, with a representative from Education Scotland in attendance, but no one attended. Therefore, there is no summary of oral responses made.

5.   Summary of response by Education Scotland (full report in appendix 5)

5.1   The section below is the summary of the report by Education Scotland addressing the educational aspects of the proposal by Inverclyde Council to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

5.2   HM Inspectors agree that this proposal allows for continuity of educational provision. The change from a nursery school to an ELC will be implemented through the recruitment of a Head of Centre instead of a headteacher. This is the only change proposed within this consultation. As a result, children attending the nursery school should not experience any disruption to their learning.

5.3   As the council have stated, the implementation of this change will bring Blairmore Nursery School in line with other ELCs in Inverclyde. Blairmore Nursery School and one other are the only establishments operating as nursery schools. Other ELCs offer more flexibility for age ranges and more flexible hours. However, it should be noted that a change to the operating hours of the centre is not part of this consultation. The council also notes that whilst primary teachers can undertake the role of Head of Centre, there are decreasing numbers of available teachers, which affects recruitment.

5.4   Parents who met with HM Inspectors value the helpful and respectful relationships they have with staff in the nursery rooms. Blairmore Nursery School is very much part of the community. Parents highlighted the importance of continuity of the provision for their children and do not wish this to change. Children attending the nursery school enjoy being able to play indoors and outdoors. They have access to a varied range of activities to support learning and enjoy circle time. Well established relationships with staff are important to them.

5.5   Blairmore Nursery School staff who met with HM Inspectors expressed differing views. A few do not agree with the proposal. They stated that they would prefer to be led by a headteacher as this would best support the delivery of the nursery school curriculum, particularly for literacy and numeracy. A few staff members welcome the opportunity to be led by an early years professional who has a good understanding of their sector and thought that this will support and improve planning. All staff agree that it is important to have good links with teaching staff to support transitions from

nursery to school. Although not part of this consultation, should the proposal go ahead, staff raised concerns regarding the potential for changes to their hours of work. All staff welcome the opportunity to develop links with wider catchment primary schools and becoming part of a wider network of early years providers in Inverclyde.

5.6   **Council response**

Inverclyde Council welcome the findings of Education Scotland that the proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre is of educational benefit to pupils and will have no detrimental effect. Education Scotland raised some key issues in respect to proposal 10 that the council should consider if the proposal is taken forward. Education Scotland asked the council to indicate about how it plans to work with the St Columba's High School community to address the capacity and congestion concerns raised over changes to catchment areas resulting from this proposal.

Inverclyde Council acknowledge the concerns raised by members of staff at Blairmore in relation to their working hours, however there is no proposal to change the term time offer from the provision and so no changes will be made to staff's hours / contracts. If this were to be considered in the future, further consultation would be required.

6.   Review of proposals by Education Services (Inverclyde Council)

6.1   Education Scotland have made no proposals in relation to this consultation.

7.   Resource, risk and policy implementation

7.1   **Resource implications**

If the proposal is approved, a new Head of Centre for Blairmore will be recruited before August 2023. There are no other resource implications.

7.2   **Risk implications**

There are no major or significant risks in taking forward this proposal.

7.3   **Policy Implications**

There are no changes to council policy.

Appendix 1:

Education Services Proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre

Any proposed proposals to discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

A pre-consultation process has been undertaken and this showed that the option to change the school to a standalone family centre was the one preferred by the community.

Consultation proposal document

Inverclyde Council are looking for your views on our proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

Any proposed proposals to discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

A pre-consultation process has been undertaken and this showed that the option to change the school to a standalone family centre was the one preferred by the community.

Closing date for responses on this consultation will be:

- **Tuesday 14 March 2023**

There will be a public meeting held on:

- **Monday 27 February 2023 at 18:30 at All Saints Primary School**

Contents

List of Consultees and how to access the proposal document

Communication list and how to access the proposal document:

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form. Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 14 March 2023.

Accessing the proposal document

The steps listed below have been taken to ensure that the proposal document is widely available.

- Notice of the proposal and of publication of this proposal document have been placed in the Greenock Telegraph to engage with the general community.

- The proposal document has been published on the Inverclyde Council website:

  www.inverclyde.gov.uk/yoursay

- This document can be made available in alternative forms or translated by contacting Education Services on (01475) 712850.

- The proposal document will also be available for inspection at all educational establishments, Council Customer Services and libraries.

1.0 BACKGROUND TO THE PROPOSED CHANGES AND PRE-CONSULTATION PROCESS

1.1 Blairmore Nursery School is located in the East End of Greenock. It shares a campus with All Saints Primary School. The Head teacher retired in August 2022. A temporary Headteacher is in place for session 2022 / 23.

The School provides Early Learning and Childcare for 72 children aged 3 -5 years and 15 children aged 2 – 3 years. Family support services are provided within the school and the community. The service provides high quality care and learning. This is evidenced by internal self-evaluation processes, Authority quality assurance processes and external evaluations.

We undertook a pre-consultation process because the retirement of the head teacher has allowed the authority to explore different, and potentially better, ways of delivering early years education in the area.

The pre-consultation considered three different options, each with potential merits but also each with potential disadvantages or implications. The options are outlined below.

Option 1 - The nursery school remains as a standalone nursery school and a replacement Headteacher is recruited.

Option 2 - The nursery school is incorporated into All Saints Primary School as a nursery class under the leadership of the Headteacher of the Primary School.

Option 3 - The nursery school becomes a standalone Early Learning Centre (ELC) under the leadership of a Head of Centre.

The results are outlined below:

Option	Number in favour
Option 1: The nursery school remains as a standalone nursery school and a replacement Headteacher is recruited.	16
Option 2: The nursery school is incorporated into All Saints Primary School as a nursery class under the leadership of the Headteacher of All Saints Primary School.	7
Option 3: The nursery school becomes a standalone Early Learning Centre under the leadership of a Head of Centre.	23

Options	Reasons for choosing the option
Option 1	• Leave things as they are as the current school is doing well under a headteacher • Any change could have a negative impact on what is working • Pupils and staff already getting the support they need from a head teacher • Becoming part of All Saints school could have a detrimental impact as there would be too much pressure on the head of the school as Blairmore has a total of 87 children. • Blairmore is non denominational whereby All Saints is a catholic school • The nursery has a great reputation within the community and is a desirable early years establishment that gets a good reputation for

	providing high quality service and has a personal approach to all who attend • The nursery is run well with a teacher as head and this should continue as the teacher is bringing different skills from an EYECO and this can only benefit the children that attend
Option 2	• Transitions would be easier / smoother • Easier for parents to communicate with just one Head teacher • Happens in other schools and works well. • Would save the council money.
Option 3	• Nursery needs its own head to provide support to families and staff and maintain current standards • Too many children for one headteacher to oversee and support if part of a larger school • Family centres provide a wide range of support and can engage parents in a wide variety of learning opportunities • Blairmore has a strong reputation for family support and engagement this would be promoted more in an Early Learning centre rather than incorporated with a large primary school • One respondent chose this option due to the possibility of extended hours and a change in provision but this is not being proposed. • Model 3 offers own budget to be spent responsively on learners needs responsively and decided by management and not shared across the school as well

2.0 PROPOSED OPTIONS

The option to change the school to a standalone Early Learning Centre (ELC) was the one preferred by the community and is the option being proposed during this consultation.

3.0 THE CONSULTATION PROCESS

3.1 The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended. The consultation requires to run for 30 school days and will start on 27 January 2023 and will end on 14 March 2023. Written representations must be received by this date in order to be taken into account.

3.2 The schools affected by this proposal are:

Blairmore Nursery School

3.3 Public Meeting

There will be 1 public meeting to held on:

▪ Monday 27 February 2023 at 6:30 pm at All Saints Primary School

The meetings will provide those in attendance with an opportunity to:

▪ Hear about the proposal.
▪ Ask questions about the proposal.
▪ Express views about the proposal.

A note will be taken of the views expressed during the public meeting and of any questions asked. In addition to the public meeting, written representations including online responses will be able to be made during the consultation period.

3.4 <u>Who will be consulted?</u>

Statutory consultees:

- The Parent Partnership (or equivalent) of the school.
- The parents/carers of the pupils at the affected school.
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document.
- Pupils (where they are considered to be of suitable age and maturity).
- Council employees at the affected schools.
- Trade Union representatives.
- Church representatives.
- Bord na Gaidhlig.

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

Pupil consultation will take place through primary (P4 - 7) and Secondary Pupil Councils where appropraite.

3.5 <u>Involvement of Education Scotland</u>

The Council will provide the proposal document to Education Scotland at the start of the consultation period. When the consultation period has ended, the Council will collate all of the written and oral representations. Thereafter, the following information will be provided to Education Scotland:

- A copy of relevant written representations made to the Council on the proposal (or summary of them if agreed within Education Scotland).

- A summary of oral representations made at the public meetings.

- Other relevant documentation, as far as is practicable.

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, the Educational Benefits Statement contained in this proposal document and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make reasonable inquiries of persons there and of such other persons as they consider appropriate. Education Scotland require to send their report to the Council no later than 3 weeks (or longer if agreed with the Council) after having received the information from the Council.

3.6 <u>Consultation Report</u>

After receiving Education Scotland's report, the Council will review the proposal taking account of relevant written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. The Council will then prepare and publish a consultation report which will include a recommendation on the proposal.

The Council will notify key stakeholders of the publication of the consultation report, which will be made available on the Council website, in schools and at Council Headquarters.

The consultation report will be published 3 weeks before it is formally considered by the Council.

3.7 <u>Inaccuracies or omissions</u>

Where inaccuracies or omissions are discovered within this proposal document, the Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by the Council which may include issuing corrections, issuing a corrected proposal document or an extension of the consultation period. In any of these events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action. Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of and any action on the matter, which may result in the Council making a further determination / decision on the matter.

4.0 IMPLEMENTATION DATE FOR THE PROPOSAL

4.1 It is expected that the proposal, if accepted, would be implemented from the start of the school term in August 2023.

5.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL

Education is a key priority of Inverclyde Council.

5.1 Inverclyde Council is firmly 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 and move into positive and sustained destinations when they leave school. The Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.

5.2 Across Inverclyde there are differing models of early years establishments, the majority of which are either standalone family / early learning centres or nursery classes as part of primary schools. There are also two remaining standalone nursery schools in Inverclyde (Blairmore and Newark). The provision of early years through a standalone nursery school has become less common as early years childcare and education has progressed through 1140 hours.

5.3 Family / early learning centres tend to offer more flexibility for age ranges and can operate increased flexible hours. The Head of an early learning centre is trained specifically in early years education and experience has shown us that the leadership progression route through this type of service is very popular and produces strong management teams.

5.4 Whilst some primary teachers choose to specialise in early years provision, this has become less popular over the years with many teachers who seek promotion opting to transfer to primary schools because of the increased opportunities through the management structure. Recruitment to leadership posts in education establishments continues to be a challenge nationally and in particularly for Head teacher posts of Nursery Schools. The ability to attract strong leadership is essential for the delivery of a high-quality early years' service.

5.5 Although, attaching the nursery to the neighbouring school was considered in the pre-consultation, this was not a popular option with those who responded. This is because people felt that the school and nursery would be too big for the leadership team to be able to provide support for family's needs. Those who responded also felt that the model of a standalone family centre would be more responsive to the needs of the young people.

5.6 The option being considered will not only provide a high-quality model that is replicated across Inverclyde, it will also provide a small saving to the Council. This saving allows Inverclyde Council to demonstrate an appropriate allocation of resources taking into account best value for the public pound.

5.7 An equality impact assessment has been undertaken in the preparation of this proposal and any equality issues that are raised during the consultation period will be taken into account.

6.0 EMPLOYEE IMPLICATIONS

6.1 None.

7.0 FINANCIAL IMPLICATIONS

7.1 This proposal will result in a small saving of £17,000.

8.0 RESPONDING TO THE PROPOSAL

8.1 Page 4 of this document provides details on how to access a copy of the proposal document.

8.2 Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 14 March 2023.

9.0   Appendix 1 – Consultation response form

Appendix 1

Education Services

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

CONSULTATION RESPONSE FORM

Please use this form to let us know what you think about this proposal

The closing date for responses is **14 March 2023.**

This form should be returned to:
Education Services
Wallace Place
Greenock
PA15 1JB

Inverclyde Council are looking for your views on our proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

Any proposed proposals to discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

A pre- consultation process has been undertaken and this showed that the option to change the school to a standalone family centre was the one preferred by the community.

Q1 **Do you agree with the proposal to change Blairmore Nursery School to a standalone early learning centre?**

Yes ☐ No ☐ Undecided ☐

This box gives an opportunity to explain the reason for your response.

This box gives an opportunity to explain the reasons for your response.

In order to validate your response to this proposal please provide your details:
(this section must be completed in order for your views to be taken into account)

Name

Address

If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

Q2 **I am responding in my capacity as a (***please indicate by selecting the appropriate answer below):*

Parent/carer of a child at primary school	☐
Parent/carer of a child at secondary school	☐
Parent/carer of a child in nursery	☐
Parent Council member (primary school)	☐
Parent Council member (secondary school)	☐
Member of staff at primary school	☐
Member of staff at secondary school	☐
Church representative	☐
Elected member	☐
Trade Union	☐
Member of the public	☐
Member of Community Council	☐
Bord na Gaidhlig	☐

Other group (please specify)

Handling your response – Please note that:

We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes.

We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them.

We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation.

Thank you for taking the time to complete this form

Appendix 3:

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to change the current Blairmore Nursery School to a standalone Early Learning Centre under the leadership of a Head of Centre.

March 2023

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools (Consultation) (Scotland) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to change the current Blairmore Nursery School to a standalone Early Learning Centre (ELC) under the leadership of a Head of Centre. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the setting; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;

- any other likely effects of the proposal;

- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and

- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 27 February 2023 in connection with the council's proposals;

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and

- visits to the site of Blairmore Nursery School, including discussion with relevant consultees.

2.   Consultation process

2.1   Inverclyde Council undertook the consultation on its proposal(s) with reference to the [Schools (Consultation) (Scotland) Act 2010](#).

2.2   The proposal to change the current Blairmore Nursery School to a standalone ELC under the leadership of a Head of Centre is the preferred option of Inverclyde Council following a pre-consultation process. During the pre-consultation process, stakeholders were asked to consider three options. These were to maintain the nursery as a school and seek a replacement headteacher; to incorporate the nursery into All Saints Primary School under the leadership of the headteacher or to become a standalone ELC under the leadership of a Head of Centre. The pre-consultation survey had 46 respondents with half in favour of the option to become an ELC.

2.3   The council carried out a formal consultation on the option to become a standalone ELC in accordance with statutory guidance. A public meeting was held at All Saints Primary School on 27 February 2023. No stakeholders attended this meeting. An online survey generated 41 responses, 31 partial responses and 10 complete. Most of the partial responses answered yes or no as to whether they were in agreement with the proposal. Across all the responses, 29 were in favour, four were not and four were undecided. The majority of survey respondents are in favour of the proposal. The council did not receive any other direct communication in relation to the proposal.

3.   Educational aspects of proposal

3.1   HM Inspectors agree that this proposal allows for continuity of educational provision. The change from a nursery school to an ELC will be implemented through the recruitment of a Head of Centre instead of a headteacher. This is the only change proposed within this consultation. As a result, children attending the nursery school should not experience any disruption to their learning.

3.2   As the council have stated, the implementation of this change will bring Blairmore Nursery School in line with other ELCs in Inverclyde. Blairmore Nursery School and one other are the only establishments operating as nursery schools. Other ELCs offer more flexibility for age ranges and more flexible hours. However, it should be noted that a change to the operating hours of the centre is not part of this consultation. The council also notes that whilst primary teachers can undertake the role of Head of Centre, there are decreasing numbers of available teachers, which affects recruitment.

3.3   Parents who met with HM Inspectors value the helpful and respectful relationships they have with staff in the nursery rooms. Blairmore Nursery School is very much part of the community. Parents highlighted the importance of continuity of the provision for their children and do not wish this to change. Children attending the nursery school enjoy being able to play indoors and outdoors. They have access to a varied range of activities to support learning and enjoy circle time. Well established relationships with staff are important to them.

Blairmore Nursery School staff who met with HM Inspectors expressed differing views. A few do not agree with the proposal. They stated that they would prefer to be led by a headteacher as this would best support the delivery of the nursery school curriculum, particularly for literacy and numeracy. A few staff members welcome the opportunity to be led by an early years professional who has a good understanding of their sector and thought that this will support and improve planning. All staff agree that it is important to have good links with teaching staff to support transitions from nursery to school. Although not part of this consultation, should the proposal go ahead, staff raised concerns regarding the potential for changes to their hours of work. All staff welcome the opportunity to develop links with wider catchment primary schools and becoming part of a wider network of early years providers in Inverclyde.

4.   Summary

HM Inspectors agree that the proposal allows for continuity of the education provision within a standalone ELC. Children who attend Blairmore Nursery School and their families will continue to benefit from support and well established relationships with their peers and staff. A new Head of Centre will have the opportunity to build on the strengths of the current staff team. Inverclyde Council should ensure that there are ongoing links with teaching staff to continue to support the ongoing development and delivery of the curriculum and opportunities for professional learning.

HM Inspectors

March 2023

![Inverclyde council logo]

Report To:	**Education & Communities Committee**	**Date:**	**9 May 2023**
Report By:	**Ruth Binks Corporate Director, Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/32/23/TM**
Contact Officer:	**Tony McEwan, Head of Culture, Communities and Educational Resources**	**Contact No:**	**01475 712828**
Subject:	**Universal Free School Meals in Primary Schools**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to seek approval by the Education and Communities Committee for the introduction of universal free school meals in primary schools from August 2023.

1.3 Currently, all pupils in P1-P5 in Inverclyde are entitled to free school meals and the Council has traditionally been at the forefront of delivery of free school meals to year groups over and above that required by the Scottish Government. In addition, Inverclyde's qualification criteria has also been more generous, leading to more families in Inverclyde being able to access free school meals.

1.4 It is the Scottish Government's expectation that all Councils should already be preparing for the introduction of universal free school meal provision in primary schools and has provided Councils with funding to support its introduction by expanding the eligibility criteria to all primary school pupils in receipt of the Child Payment.

1.5 The service, in partnership with Property Services, is already making the necessary adjustments to some school kitchens, dining spaces and equipment to accommodate the additional free school meal provision throughout the school session in 2023/24. As a result, the service is confident it can begin the implementation of Universal Free School Meal Provision in Primary Schools from August 2023.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee agrees to the early adoption of Universal Free School Meals in Primary Schools from August 2023.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Inverclyde Council has been providing free school meals for all pupils in Craigmarloch School and the following age groups in mainstream settings:
- P1-P3 from January 2015 (in line with SG timescale)
- P4 from August 2019 (SG timescale – Aug 21); and
- P5 from 2020 (SG timescale Jan 2022).

3.2 As part of the Council's commitment to tackling poverty, the Council has remained ahead of the Scottish Government's implementation phases and has successfully expanded free school meal provision earlier than required.

3.3 In addition, and for several years, the qualifying criteria for free school meals in Inverclyde has been more generous than that recommended by the Scottish Government. This has meant that more families have benefited from free school meals in Inverclyde than would normally have been the case.

3.4 The Scottish Government has now indicated that it will provide funding to expand free school meals to P6 – P7 and has asked Councils to expand free school meal entitlement to include P6/7 pupils in receipt of the Child Payment from August 2023. Discussions continue at a national level regarding the delivery of this and the allocation of £50 million capital funding in 2023/24 earmarked for this purpose.

4.0 PROPOSALS

4.1 The service has been proactive in its preparations for the expansion of free school meals in primary schools and as such it is now in a position to begin the implementation of universal free school meal provision in primary schools from August 2023.

4.2 Work has taken place with Property Services to ensure that any capital investment in relation to school kitchen equipment and adaptation will be procured and installed throughout the 2023/24 school session. We are also working with our primary schools to ensure that there is sufficient seating capacity for pupils to accommodate the potential increase in school meal uptake.

4.3 Previous implementation of universal free school meal provision over and above those entitled has shown that take up varies but there has not been a significant increase in uptake based on the P1-5 implementations. Given that Inverclyde already has a high percentage of pupils entitled to free school meals and has already implemented a more generous criteria for entitlement, we can expect the increase in numbers attending to have a lesser impact than in some other local authorities. The service is therefore confident it can implement the early adoption of Universal Free School Meals in Primary Schools from August 2023.

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	x		
Legal/Risk		x	
Human Resources		x	
Strategic (LOIP/Corporate Plan)	x		
Equalities & Fairer Scotland Duty	x		
Children & Young People's Rights & Wellbeing	x		
Environmental & Sustainability			x
Data Protection			x

5.2 Finance

2023/24 budget has been increased by £171,000 to allow for reduction in school meals income and increase in provisions spend from August 2023. The increase of £232,000 to arrive at the full year cost is expected to be funded from an increase in grant from the Scottish Government as the national roll-out continues.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Education Capital	Various	2023/24	Up to £350k		Capital expenditure to make alterations to existing kitchens and upgrade and purchase additional equipment funded by Scottish Government grant

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Primary Schools	Provisions and Income	2023/24	£171k		Funded by Scottish Government grant. The full year cost will be approximately £232k

5.3 Legal/Risk

None.

5.4 Human Resources

It is not anticipated that any increase in meal uptake will not impact on the employee resources required.

5.5 Strategic

The Council is committed to reducing child poverty and universal free school meals in primary schools will help all families reduce cost of living pressures.

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:

X	YES – Assessed as relevant and an EqIA is required.
	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?

x	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	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.
x	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.
x	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.
x	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 Consultation has taken place with the CMT and all catering managers around the early implementation of the policy.

7.0 BACKGROUND PAPERS

7.1 N/A.

Report To:	**Education & Communities Committee**	**Date:**	**9 May 2023**
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No:**	**EDUCOM/28/23/RB**
Contact Officer:	**Ruth Binks**	**Contact No:**	**01475 712748**
Subject:	**Amendments to the Inverclyde Policy on Admissions and Pupil Placement in Mainstream Schools**		

1.0   PURPOSE AND SUMMARY

1.1   ☒For Decision   ☐For Information/Noting

1.2   The Inverclyde policy on admission and pupil placements in mainstream schools was revised in September 2020 after statutory public consultation.   As the policy has been used over the last 3 years, officers have identified aspects of the policy that would benefit from further clarification, or where the policy has made no specific provision for circumstances.

1.3   The current policy is attached as Appendix 1 and the proposed policy is attached as Appendix 2. The proposed amendments are outlined in section 4 of this policy. The proposed change for Gaelic primary is as a result of statutory consultation and the other amendments are seeking clarification.

2.0   RECOMMENDATIONS

2.1   That the Education and Communities Committee approves the amendments to the Inverclyde policy on admissions and pupil placement in mainstream schools as outlined in section 4 of this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Inverclyde policy on admission and pupil placements in mainstream schools was revised and agreed by Committee in September 2020 after statutory public consultation, specifically in relation to transfer to secondary school arrangements for pupils attending village schools.

3.2 Since that time statutory consultation has taken place to allocate a catchment area for primary Gaelic provision and this was agreed by the Committee in June 2022. The wording of the admissions policy should be amended to reflect this.

3.3 As the policy has been used over the last 3 years, officers have identified aspects of the policy that would benefit from further clarification, or where the policy has made no specific provision for circumstances. On the back of this some amendments are suggested to provide clarification. The changes are viewed to be relatively minor and therefore would not be subject to statutory consultation.

4.0 PROPOSALS

4.1 Section A paragraph 1.6 currently asks parents to register with the local school and make a placing request to Whinhill Primary School. It also still states that transport will be provided to Glasgow Gaelic School. This paragraph will be changed to the following:

Parents living in Inverclyde wishing their child to be educated in primary Gaelic medium should register with Whinhill Primary School.

4.2 Section A paragraph 1.5 identifies that a certificate of baptism into the Roman Catholic faith should be obtained before entry to primary school for village schools, however only refers to a certificate of baptism into the Roman Catholic faith in other instances. To provide consistency across the policy it is proposed that if a certificate of baptism into the Roman Catholic faith is required for allocating places in order of priority, then it should have been obtained before entry to primary school in all instances and that the policy be amended to reflect this.

4.3 Section C of the policy deals with oversubscription of catchment schools. The section primarily deals with circumstances where a school is oversubscribed for places at either the primary 1 or secondary 1 intake stage. Although section B paragraph 3 of the policy deals with arrangements for registering a pupil after the start of the school session, the policy is largely silent about allocation of places mid-year if a school is oversubscribed. Whilst previous custom and practice has been to follow Section C of the admission policy for mid-year placements, increasingly large numbers requesting places at schools during the school term has made the continuation of the practice impractical and potentially unfair. This is especially so in the denominational sector.

The current practice is that if a place is not available in a denominational school, then a child will be transported to the nearest denominational school until a place becomes available, this is regardless of whether or not the pupil has a certificate of baptism into the Roman Catholic faith. This means that because no certificate of baptism is required to allocate a place mid-year, a pupil requesting a place during the academic year could potentially have an advantage over other pupils who requested a place during the admissions process. It also means that the authority provides transport for pupils requesting a Catholic education, even if they do not have a certificate of baptism into the Roman Catholic faith thus creating pressures on the cost of transport. It is therefore proposed to add a paragraph to section B paragraph 3 (Arrangements for registering a pupil after the start of the school session) which will read:

3.4 If a catchment school does not have space to accommodate pupils, then a space will be found at an alternative school and transport if necessary will be provided until such times as a space becomes available. If a request is made for a pupil to attend a denominational school but the pupil does not have a certificate of baptism into the Roman Catholic faith which was obtained before entry to primary school, then the pupil will be offered a place in the non-denominational

catchment school and no further allocation of a place will be made unless a placing request is submitted.

4.4 Section C paragraph 1 second paragraph states that applications for all other stages other than primary 1 and secondary 1 should be dealt with by head teachers.   Because of the complexity of allocating places, all places are now allocated centrally by the education office in consultation with schools. The proposal is to remove the second paragraph from Section C paragraph 1.

4.5 Appendix 1 to this report contains the current policy and Appendix 2 contains the proposed amendments.

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		X	
Legal/Risk	X		
Human Resources		X	
Strategic (LOIP/Corporate Plan)	X		
Equalities & Fairer Scotland Duty	X		
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection		X	

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**

The change to Gaelic primary admission arrangements has been the subject of statutory consultation. The other amendments to the policy are to provide consistency and clarification of procedures.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

N/A.

5.6 **Equalities and Fairer Scotland Duty**

(a) <u>Equalities</u>

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. (Included in Gaelic
X	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) <u>Fairer Scotland Duty</u>

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.
X	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.
X	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**

Has a Strategic Environmental Assessment been carried out? N/A

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	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.
X	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 Statutory consultation was undertaken for the change to the Gaelic Primary catchment area.

7.0 BACKGROUND PAPERS

7.1 N/A.

Inverclyde
council

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Section A – core principles of the policy

1.0 **The Admissions and Pupil Placement Policy is applicable to all mainstream schools in Inverclyde.**

1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their placing request granted.

1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical catchment areas. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.

1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.

1.4 All of the denominational schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a denominational school is oversubscribed, either for within the catchment area pupils or through placing requests then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith and a supporting letter from the Church. (see sections C and D)

1.5 There are no denominational primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

• Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a placing request. Gaelic Secondary education is accessed in Glasgow. Transport is provided.
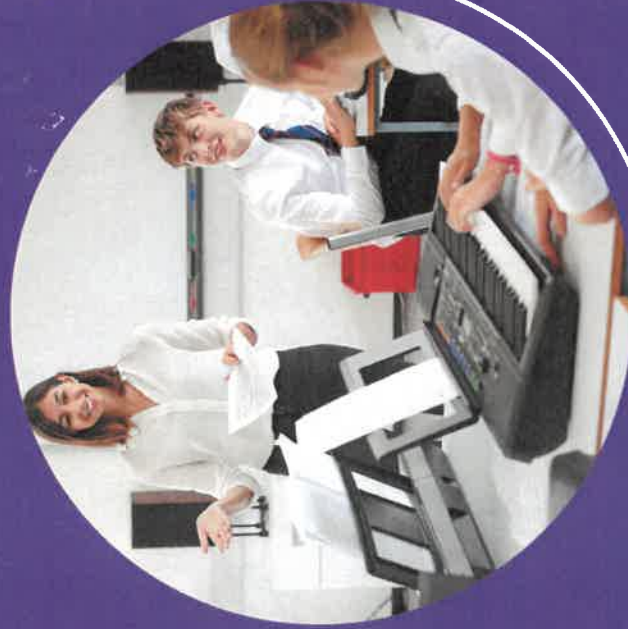
1.7 Each secondary school has a list of associated primary schools. This means that pupils who live within the geographical catchment area and of the chosen sector (denominational or non-denominational) would normally transfer to the secondary school without the need for a placing request.

1.8 Attendance at an associated primary school, either through a placing request or the submission of a request to remain if a family have moved house does not guarantee a place at the associated secondary school and a placing request should be submitted.

1.9 A Pupil Placement Panel will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.

The Pupil Placement Panel will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

1.10 The Pupil Placement Panel will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.

1.11 Where documentation such as proof of residence, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of any documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.

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Section B – admissions procedures

1.0 Arrangements for registering a pupil in primary 1.

1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.

1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.

1.3 The process for enrolling is as follows:
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
1. Have attained the age of 5 years before that date
2. Will attain the age of 5 years on or before the last day of February of the following year

1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.

1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a placing request should they decide not to send their child to their catchment school.

1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's deferred entry procedures.

1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.

2.0 Arrangements for transferring from primary to secondary school.

2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical catchment area and of their chosen denomination unless they have been granted a placing request to another secondary school.

2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.

2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.

2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

3.1 This applies to pupils moving into the catchment area of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.

3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.

3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.

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Section C – oversubscription of catchment area schools and the capping of schools

1.0   Oversubscription of schools.

Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the catchment area of the school. In these circumstances, the Pupil Placement Panel should convene to determine the allocation of places.

Applications for all other stages of schooling for pupils within the catchment area of the chosen denomination should be dealt with by Head Teachers.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non–catchment school.

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1   A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.

2   Those cases where a brother or sister attends the school and will continue in this school during the session.

3   In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.

4   In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.

5   Distance of home address from the chosen school.

1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school outwith the catchment area or chosen denomination the following should be borne in mind:

- Transport will only be made available for that academic year

- The pupil may have to submit a placing request to their chosen secondary school

1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the appeals process.

2.0 Capping of schools.

2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is "capping"). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.

2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).

2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.

For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.

Inverclyde Council will not employ an extra teacher or create another class due to placing requests.

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Section D – making a placing request

1.0 Arrangements for making a placing request at the beginning of an academic year.

1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.

1.2 Information on how to make a placing request is distributed to parents/carers by head teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.

1.3 Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.

1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.

1.5 Applications will be acknowledged within 5 working days of receipt of each application.

1.6 Parents/carers will be advised in writing of the decision made in respect of their application no later than 30 April.

1.7 Late applications may be considered at the discretion of the Head of Education.

1.8 If a placing request is submitted then the catchment area place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.

1.9 While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:

1   A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.

2   Those cases where a brother or sister attends the school and will continue in this school during the next session.

3   In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of associated school groups.

4   In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.

5   All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.

6   All other children of school age residing in Inverclyde according to distance of home address from chosen school.

7   Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.

8   Children of school age residing outwith Inverclyde according to distance of home address from chosen school.

1.10   When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.

1.11   The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.0   Arrangements for transferring from primary to secondary school.

2.1   Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.

2.2   Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).

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2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.

3.0 Families who move to a new address.

3.1 Where a family moves to a new address which is outwith the catchment area of the school their child currently attends, they have two options:

- Enrol their child in the school serving their new defined catchment area for their chosen denomination.

- Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.

4.0 School transport.

4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.

4.2 Children who attend a school as a result of a placing request are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.

5.0 Appeal procedures if a placing request is refused.

5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.

5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by Inverclyde Council.

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5.3 The Education Appeal Committee hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:

- Parents of children of school age.

- Persons who in the opinion of the Authority have experience in education.

- Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.

Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.

5.4 The Education Appeal Committee shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.

5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

6.0 Policy Review.

6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.

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Appendix 1 - glossary of terms

Catchment areas

The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.

Mainstream school

A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs

Denominational school

The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.

Non-denominational schools

A non-denominational school is one that does not cater for a specific faith.

Placing request

This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school outwith their geographical catchment area or if a change of denominational sector is required.

Associated school (either primary or secondary)

A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.

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Pupil placement panel

The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

Proof of residence

Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.

Deferred entry

All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born outwith January / February is discretionary.

Appeals process

This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.

Education appeal committee

The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three: one Councillor and two lay members.

Parent forum

A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Appendix 2 - reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

a) If placing the child in the specified school (that is, the school specified in the application), would:

   i. Make it necessary for the Authority to take an additional teacher into employment
   ii. Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
   iii. Be seriously detrimental to the continuity of the child's education
   iv. Be likely to be seriously detrimental to order and discipline in the school
   v. Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
   vi. Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
   vii. Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.

b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child.

c) If the education authority has already required the child to discontinue his attendance at the specified school.

d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school.

e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school.

f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application).

Appendix 3 - associated school groups and catchment areas

Pupils who live in the catchment area for:
Ardgowan Primary School
Gourock Primary School
Moorfoot Primary School
TRANSFER TO Clydeview Academy

Pupils who live in the catchment area for:
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Pupils who live in the catchment area for:
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(subject to policy)

Pupils who live in the catchment area for:
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Pupils who live in the catchment area for:
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Pupils who live in the catchment area for:
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St Michael's Primary School
TRANSFER TO St Stephen's High School

Appendix 2

Education Services

Inverclyde policy on admissions and pupil placement in mainstream schools

Revised April 2023

Inverclyde council

Contents

Section A - core principles of the policy

1.0 The Admissions and Pupil Placement Policy is applicable to all mainstream schools in Inverclyde.

1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their placing request granted.

1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical catchment areas. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.

1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.

1.4 All of the denominational schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a denominational school is oversubscribed, either for within the catchment area pupils or through placing requests then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith before entry into primary school and a supporting letter from the Church. (see sections C and D)

1.5 There are no denominational primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

• Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in primary Gaelic medium should register with Whinhill Primary School.

Education Services
Inverclyde policy on admissions and
pupil placement in mainstream schools
Revised September 2020

1.7 Each secondary school has a list of associated primary schools. This means that pupils who live within the geographical catchment area and of the chosen sector (denominational or non-denominational) would normally transfer to the secondary school without the need for a placing request.

1.8 Attendance at an associated primary school, either through a placing request or the submission of a request to remain if a family have moved house does not guarantee a place at the associated secondary school and a placing request should be submitted.

1.9 A Pupil Placement Panel will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.

The Pupil Placement Panel will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

1.10 The Pupil Placement Panel will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.

1.11 Where documentation such as proof of residence, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of any documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.

Section B – admissions procedures

1.0   Arrangements for registering a pupil in primary 1.

1.1   The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.

1.2   The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.

1.3   The process for enrolling is as follows:
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
1. Have attained the age of 5 years before that date
2. Will attain the age of 5 years on or before the last day of February of the following year

1.4   Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.

1.5   At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a placing request should they decide not to send their child to their catchment school.

1.6   If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's deferred entry procedures.

1.7   If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.

2.0   Arrangements for transferring from primary to secondary school.

2.1   On completion of their primary education, pupils will normally transfer to the secondary school within their geographical catchment area and of their chosen denomination unless they have been granted a placing request to another secondary school.

2.2   Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.

2.3   The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.

2.4   There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

• Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

3.0   Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

3.1   This applies to pupils moving into the catchment area of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.

3.2   In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.

3.3   During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.

3.4   If a catchment school does not have space to accommodate pupils, then a space will be found at an alternative school and transport if necessary will be provided until such times as a space becomes available. If a request is made for a pupil to attend a denominational school but the pupil does not have a certificate of baptism into the Roman Catholic faith which was obtained before entry to primary school, then the pupil will be offered a place in the non-denominational catchment school and no further allocation of a place will be made unless a placing request is submitted.

Section C – oversubscription of catchment area schools and the capping of schools

1.0 Oversubscription of schools.

Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the catchment area of the school. In these circumstances, the Pupil Placement Panel should convene to determine the allocation of places.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non–catchment school.

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1   A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.

2   Those cases where a brother or sister attends the school and will continue in this school during the session.

3   In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.

4   In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.

5   Distance of home address from the chosen school.

Education Services
**Inverclyde policy on admissions and
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1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school outwith the catchment area or chosen denomination the following should be borne in mind:

- Transport will only be made available for that academic year

- The pupil may have to submit a placing request to their chosen secondary school

1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the appeals process.

2.0 Capping of schools.

2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is "capping"). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.

2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).

2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.

For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.

Inverclyde Council will not employ an extra teacher or create another class due to placing requests.

Section D – making a placing request

1.0 Arrangements for making a placing request at the beginning of an academic year.

1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.

1.2 Information on how to make a placing request is distributed to parents/carers by head teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.

1.3 Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.

1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.

1.5 Applications will be acknowledged within 5 working days of receipt of each application.

1.6 Parents/carers will be advised in writing of the decision made in respect of their application no later than 30 April.

1.7 Late applications may be considered at the discretion of the Head of Education.

1.8 If a placing request is submitted then the catchment area place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.

1.9 While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:

1 A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.

2 Those cases where a brother or sister attends the school and will continue in this school during the next session.

3 In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of associated school groups.

4. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith obtained prior to entry to school.

5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.

6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.

7. Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.

8. Children of school age residing outwith Inverclyde according to distance of home address from chosen school.

1.10 When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.

1.11 The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.0 Arrangements for transferring from primary to secondary school.

2.1 Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.

2.2 Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).

2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.

3.0 Families who move to a new address.

3.1 Where a family moves to a new address which is outwith the catchment area of the school their child currently attends, they have two options:

- Enrol their child in the school serving their new defined catchment area for their chosen denomination.

- Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.

4.0 School transport.

4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.

4.2 Children who attend a school as a result of a placing request are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.

5.0 Appeal procedures if a placing request is refused.

5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.

5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by Inverclyde Council.

5.3 The Education Appeal Committee hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:

- Parents of children of school age.

- Persons who in the opinion of the Authority have experience in education.

- Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.

Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.

5.4 The Education Appeal Committee shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.

5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

6.0   Policy Review.

6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.

Appendix 1 - glossary of terms

Catchment areas
The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.

Mainstream school
A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs

Denominational school
The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.

Non-denominational schools
A non-denominational school is one that does not cater for a specific faith.

Placing request
This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school outwith their geographical catchment area or if a change of denominational sector is required.

Associated school (either primary or secondary)
A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.

Pupil placement panel

The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

Proof of residence

Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.

Deferred entry

All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born outwith January / February is discretionary.

Appeals process

This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.

Education appeal committee

The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three: one Councillor and two lay members.

Parent forum

A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Appendix 2 - reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

a) If placing the child in the specified school (that is, the school specified in the application), would:

i. Make it necessary for the Authority to take an additional teacher into employment

ii. Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school

iii. Be seriously detrimental to the continuity of the child's education

iv. Be likely to be seriously detrimental to order and discipline in the school

v. Be likely to be seriously detrimental to the educational well-being of the pupils attending the school

vi. Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school

vii. Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.

b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child.

c) If the education authority has already required the child to discontinue his attendance at the specified school.

d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school.

e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school.

f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application).

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Report To:	**Education & Communities Committee**	**Date:**	**9 May 2023**
Report By:	**Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/24/23/LC**
Contact Officer:	**Lorna Coote, Service Manager, Educational Resources and Facilities Management**	**Contact No:**	**01475 712828**
Subject:	**School Term Dates – Session 2024 / 2025**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2024/25.

1.3 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.

1.4 The proposed term dates take account of the joint agreement to standardise school holidays within the West Partnership. Consultation has taken place with Trade Unions and Parent Council Chairs on the proposed term dates and in-service days with no adverse comments received.

2.0 RECOMMENDATIONS

2.1 Committee is asked to approve the term dates for 2024/25 as set out in appendix 1 and appendix 2.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 None

4.0 PROPOSALS

4.1 To seek the approval of the Committee for setting the school term dates for the session 2024/25.

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		X	
Legal/Risk		X	
Human Resources		X	
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty		X	
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection		X	

5.2 **Finance**

None

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**

None.

5.4 **Human Resources**

None.

5.5 **Strategic**

None.

6.0 CONSULTATION

6.1 Consultation has taken place with Trade Unions and Parent Council Chairs on the proposed term dates and in-service days with no adverse comments received.

7.0 BACKGROUND PAPERS

None

Education Services

Term	School Term Dates, In-Service Days & Local Holidays - Session 2024/2025		Working Days (Teachers)
First	In-Service Day	Wednesday, 14 August 2024	
	In-Service Day	Thursday, 15 August 2024	
	Pupils Return	Friday, 16 August 2024	
	Close	Thursday, 26 September 2024	
	September Weekend	Friday, 27 September 2024 & Monday, 30 September 2024	
	Re-Open	Tuesday, 01 October 2024	
	Close	Friday, 11 October 2024	
	October Break	Monday, 14 October 2024 to Friday 18 October 2024 (inclusive)	
	In-Service Day	Monday, 21 October 2024	
	Pupils Return	Tuesday, 22 October 2024	
	Close	Friday, 20 December 2024	86
Second	Re-Open	Monday, 06 January 2025	
	Close	Friday, 14 February 2025	
	Mid-Term	Monday, 17 February 2025	
	Mid-Term	Tuesday, 18 February 2025	
	In-Service Day	Wednesday, 19 February 2025	
	Pupils Return	Thursday, 20 February 2025	
	Close	Friday, 04 April 2025	(149) 63
Third	Good Friday	Friday, 18 April 2025	
	Easter Monday	Monday, 21 April 2025	
	Spring Break	Monday, 07 April 2025 to Monday, 21 April 2025 (inclusive)	
	Re-Open	Tuesday, 22 April 2025	
	Close	Friday, 02 May 2025	
	May Day	Monday, 05 May 2025	
	In-Service Day	Tuesday, 06 May 2025	
	Pupils return	Wednesday, 07 May 2025	
	Close	Thursday, 22 May 2025	
	Local Holiday	Friday, 23 May 2025	
	Local Holiday	Monday, 26 May 2025	
	Pupils Return	Tuesday, 27 May 2025	(195) 46
	Close	Friday, 27 June 2025	

Inverclyde Council ~ Education Services

2024-2025 School Calendar

August 2024

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					13	

September 2024

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					19	

October 2024

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					18	

November 2024

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					21	

December 2024

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					15	

January 2025

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					20	

February 2025

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
					18	

March 2025

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				21	

April 2025

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					11	

May 2025

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					19	

June 2025

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
30					20	

July 2025

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

■ School Closed/ Holidays   ■ Teacher in-Service Day (no school for students)

■ School Open

In-service days – 5
Teacher days – 195
Pupil days – 190

Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**9 May 2023**
Report By:	Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/31/23/TM**
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	**Contact No:**	**01475 712828**
Subject:	School Transport Contracts (Mainstream) – Results of Tenders for Contracts 2023/24, 2024/25 & 2025/26		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to obtain approval from the Committee to accept the tenders for mainstream school transport contracts due for renewal from the start of the school session 2023/24 as detailed in section 4.5.

1.3 Acceptance of the contracts at this time is essential to enable smooth transition from one contract to another, for pick-up points to be confirmed and if necessary, parents to be notified of any changes to the previous arrangements.

1.4 The total annual value of the contracts is £978,984, which represents a decrease of £62k per annum compared to 2022/2023 which will be contained within the existing School Buses budget.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee accepts the tenders as set out in section 4.5 for mainstream school transport contracts due for renewal from the start of the school session 2023/24.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Inverclyde operates a generous transport policy for mainstream schools. The Council provides transport to school for Primary pupils who one mile or more from their school and in the case of Secondary pupils, two miles or more.

3.2 In a small number of cases there may be temporary medical reasons for transporting a pupil over a particular period.

3.3 Contracts are awarded on a phased basis by Strathclyde Partnership for Transport ranging from 1 to 3 years.

3.4 Inverclyde Council has an agency agreement with Strathclyde Partnership for Transport (SPT) to conduct the procurement process, including evaluation of tenders received, on the Council's behalf. Contracts were advertised under the Dynamic Purchasing System and the award criteria, is no longer based on lowest cost, but 90% price and 10% quality. The quality reflects 3 questions: 80% relating to contingency planning on time to provide vehicles in event of breakdown, 10% on presentation and refresh of livery and 10% on community benefit.

4.0 PROPOSALS

4.1 The contracts due for renewal are as follows:

4.2

Contract No	School Area
7008	Inverclyde Academy – Ardgowan View Estate, Inverkip
7015	Moorfoot PS – Castle Levan area
7018	Port Glasgow HS/St Stephen's HS – Quarriers Village/Kilmacolm
7022	St Columba's HS – Ardgowan View/Inverkip
7030	St Ninian's PS- Wemss Bay/Ardgowan Estate, Inverkip
7032	Port Glasgow HS/St Stephen's HS – Glen Avenue/Highholm Avenue
7086	Ardgowan PS – Newark Street/Grieve Road/Eldon Street, Greenock
7088	Notre Dame HS – Weir Street/East Crawford Street/Belville Street, Greenock
7095	St Columba's HS – Wemyss Bay/Faulds Park area
7096	St Columba's HS – Larkfield Area
7233	Inverclyde Academy – Leven Road/Renton Road/Kilmacolm Road, Greenock
7235	Inverclyde Academy – Regent Street/Lyndoch Street, Geenock
7240	Newark PS – Kingston Dock/Lansbury Street/Birkmyre Avenue/Glen Avenue/Springhill Road
7251	Kilmacolm PS – Keystone/Muirhouse Farm/Riverview/High Mathermoch Farm/Balrossie Drive, Kilmacolm
7254	St Columba's HS – Grieve Road/Bow Road/Larkfield Road
7270	St Columba's HS – Branchton Station/Braeside
7271	St Michael's PS – Kelburn Terrace, Port Glasgow
7292	Clydeview Academy – Faulds Park/Castle Levanne/Cloch Road/St Andrew's Drive
7295	St Andrew's PS – Branchton Road/Inverkip Road/Braeside Road/Burns Road
7301	Whinhill PS – Regent Street/Lyndoch Street
7312	Newark PS – Sandray Avenue/Kelburn Terrace, Port Glasgow
7324	St Ninian's PS – Bankfoot Farm, Inverkip/Castle Levan/Trumpethill/Cardwell Road area
7344	Port Glasgow HS – Faulds Farm, Kilmacolm

7361	Port Glasgow HS – Hattrick Farm, Bridge of Weir/South Craigmarloch/High Point Kilmacolm
7369	St Mary's PS – Lyle Grove/Lyle Road, Greenock
7370	Whinhill PS – Port Glasgow/East Greenock
7371	Whinhill PS – Gourock/West Greenock

4.3 Tenders were received from the following operators:

C&R Coaches Ltd T/A Wilson
Temporal Travel Ltd
Gillens Coaches Ltd
Clarke's Coaches Ltd
Hardies Coaches Ltd
Loch Lomond Bus Services Ltd
Ronald Winton T/A Newark Tr
Brian & Patricia Lamb T/A Lambs Coaches Ltd
Coast to Coast Travel Ltd
Inverclyde Taxis Ltd
Ryan Kidd

4.4 Like most other authorities in the former Strathclyde area, Inverclyde Council has an agency agreement with Strathclyde Partnership for Transport (SPT) to conduct the procurement process, including evaluation of tenders received, on the Council's behalf and to monitor the level of performance of approved operators on these contracts. Recommendations for the award of contracts were received from SPT who will carry out inspections of vehicles where necessary.

4.5 It is recommended that the following contracts are awarded to the best value tendered in each case, at the undernoted annual cost:

Contract No	Operator	Best Value	Comments
7008	Loch Lomond Buses	£35,910	2 year contract
7015	Lambs Coaches	£30,780	3 year contract
7018	Clarkes Coaches Ltd	£80,809	2 year contract
7022	C&R Coaches Ltd	£75,000	3 year contract
7030	Gillens Coaches Ltd	£47,120	3 year contract
7032	C&R Coaches Ltd	£94,200	2 year contract
7086	Clarkes Coaches Ltd	£24,151	3 year contract
7088	Clarke's Coaches Ltd	£31,909	3 year contract
7095	Loch Lomond Bus Services Ltd	£42,560	2 year contract
7096	Clarkes Coaches Ltd	£36,151	3 year contract
7233	C&R Coaches Ltd	£49,500	2 year contract
7235	Clarkes Coaches Ltd	£40,151	2 year contract
7240	Ronald Winton-T/A Newark Travel	£32,300	3 year contract
7251	Gillens Coaches Ltd	£39,520	2 year contract
7254	Gillens Coaches Ltd	£47,120	3 year contract
7270	Loch Lomond Bus Services Ltd	£37,810	3 year contract
7271	Inverclyde Taxis Ltd	£5,700	1 year contract
7292	Clarkes Coaches Ltd	£40,155	1 year contract
7295	Lambs Coaches	£24,605	3 year contract
7301	Clarkes Coaches Ltd	£20,606	3 year contract
7312	Inverclyde Taxis Ltd	£7,220	3 year contract
7324	Lambs Coaches	£27,930	3 year contract
7344	Inverclyde Taxis Ltd	£9,500	2 year contract

7361	Ryan Kidd-T/A Ryan Kidd Hire	£25,650	2 year contract
7369	Ryan Kidd-T/A Ryan Kidd Hire	£20,900	2 year contract
7370	Clarkes Coaches Ltd	£30,515	3 year contract
7371	Temporal Travel Ltd	£21,212	3 year contract

4.6 The quality of vehicles has routinely been based on vehicles under 10 years old for the term of the contract. The contract costs listed here achieve best value using vehicles with no age restriction. Contracts were advertised under the new Dynamic Purchasing System and the award criteria, is no longer based on lowest cost, but 90% price and 10% quality. The quality reflects 3 questions: 80% relating to contingency planning on time to provide vehicles in event of breakdown, 10% on presentation and refresh of livery and 10% on community benefit.

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			
Legal/Risk			
Human Resources			
Strategic (LOIP/Corporate Plan)			
Equalities & Fairer Scotland Duty			
Children & Young People's Rights & Wellbeing			
Environmental & Sustainability			
Data Protection			

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
School Transport	SPT Contract	2023/24	£978,984	N/A	Contained within existing £1.160m budget

5.3 **Legal/Risk**

Strathclyde Partnership for Transport undertook the tendering exercise on behalf of Inverclyde Council. There are no implications.

5.4 **Human Resources**

There are no HR implications.

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.
X	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. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(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.
X	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

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.
X	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**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	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.
X	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 N/A.

![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
Contact Officer:	Michael Roach	Contact No:	01475 712748
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.**

A: Improvement in attainment, particularly in literacy and numeracy.

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

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

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

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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.
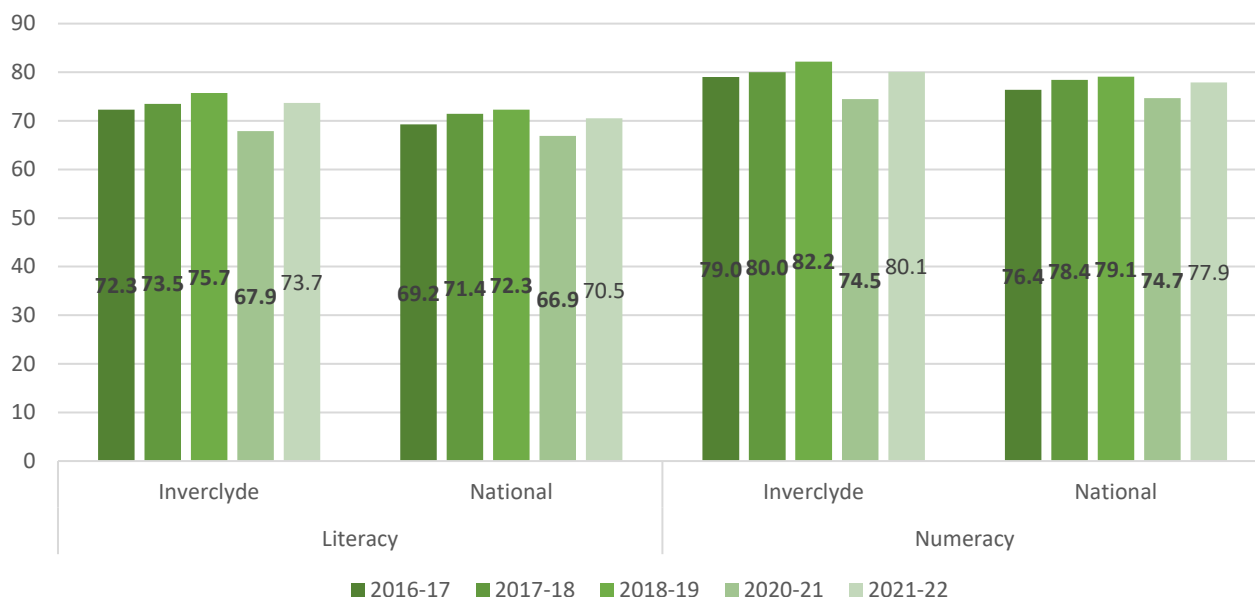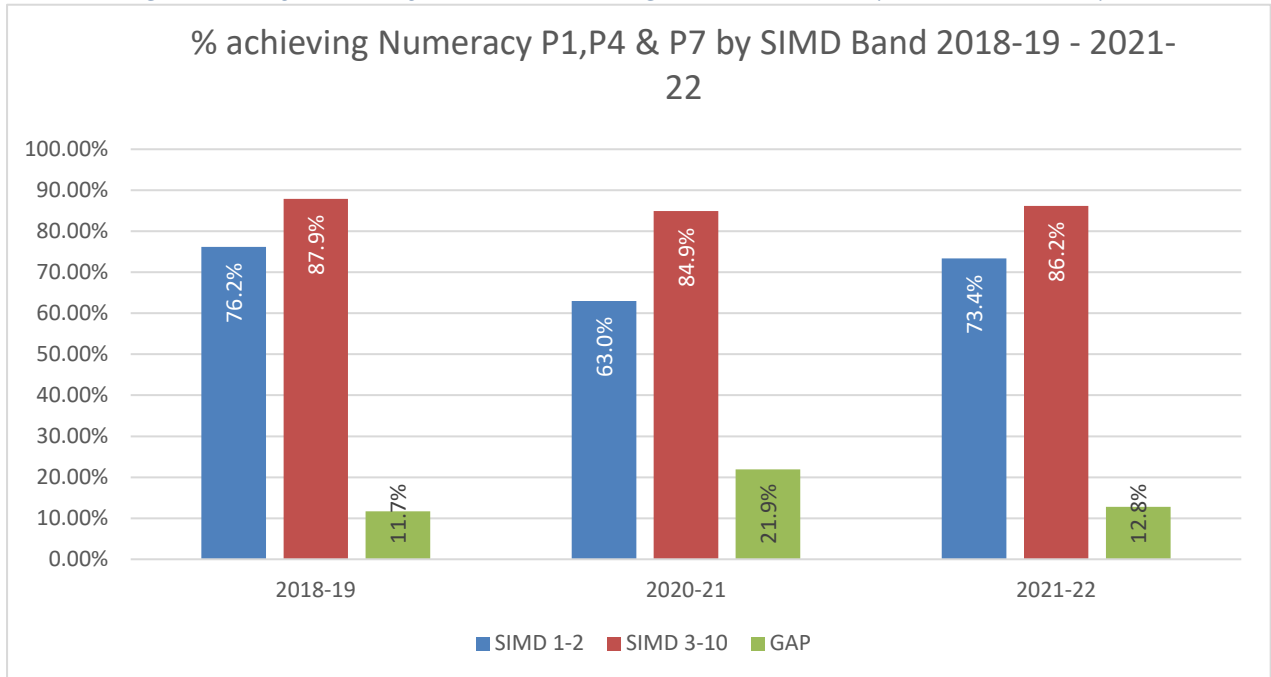

% of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined
*Source: Scottish Government, 2022 (*Supporting documents - Achievement of Curriculum for Excellence (CfE) Levels 2021-22 - gov.scot (www.gov.scot)

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)

% achieving Numeracy P1,P4 & P7 by SIMD Band 2018-19 - 2021-22

	2018-19	2020-21	2021-22
SIMD 1-2	76.2%	63.0%	73.4%
SIMD 3-10	87.9%	84.9%	86.2%
GAP	11.7%	21.9%	12.8%

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
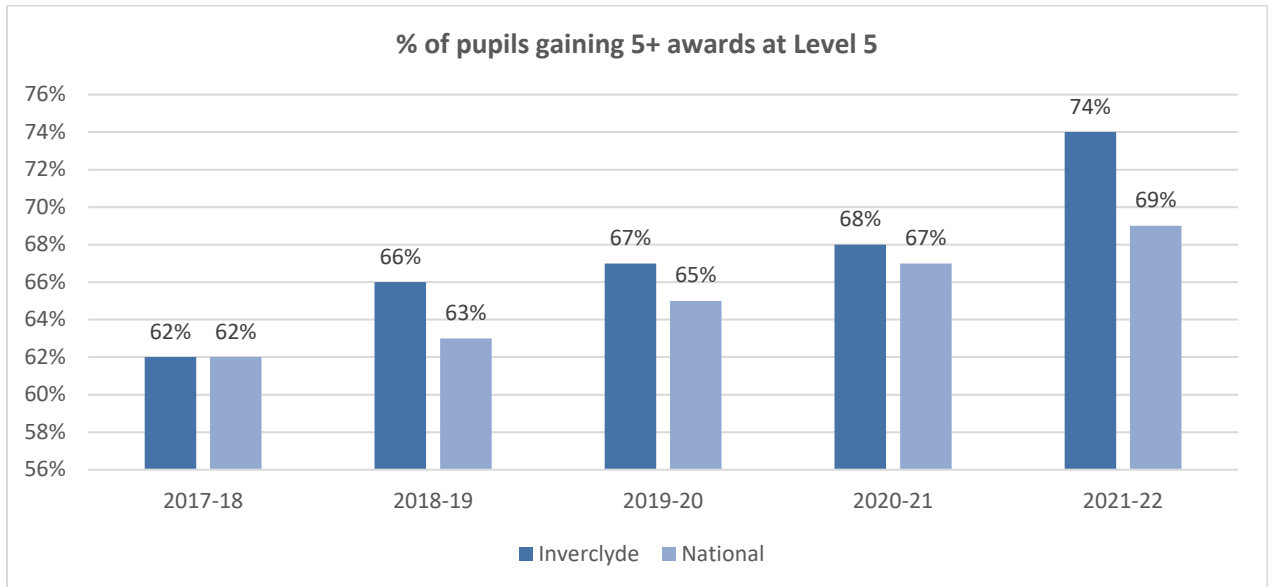
% of pupils gaining 5+ awards at Level 5

Year	Inverclyde	National
2017-18	62%	62%
2018-19	66%	63%
2019-20	67%	65%
2020-21	68%	67%
2021-22	74%	69%

■ Inverclyde ■ National

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

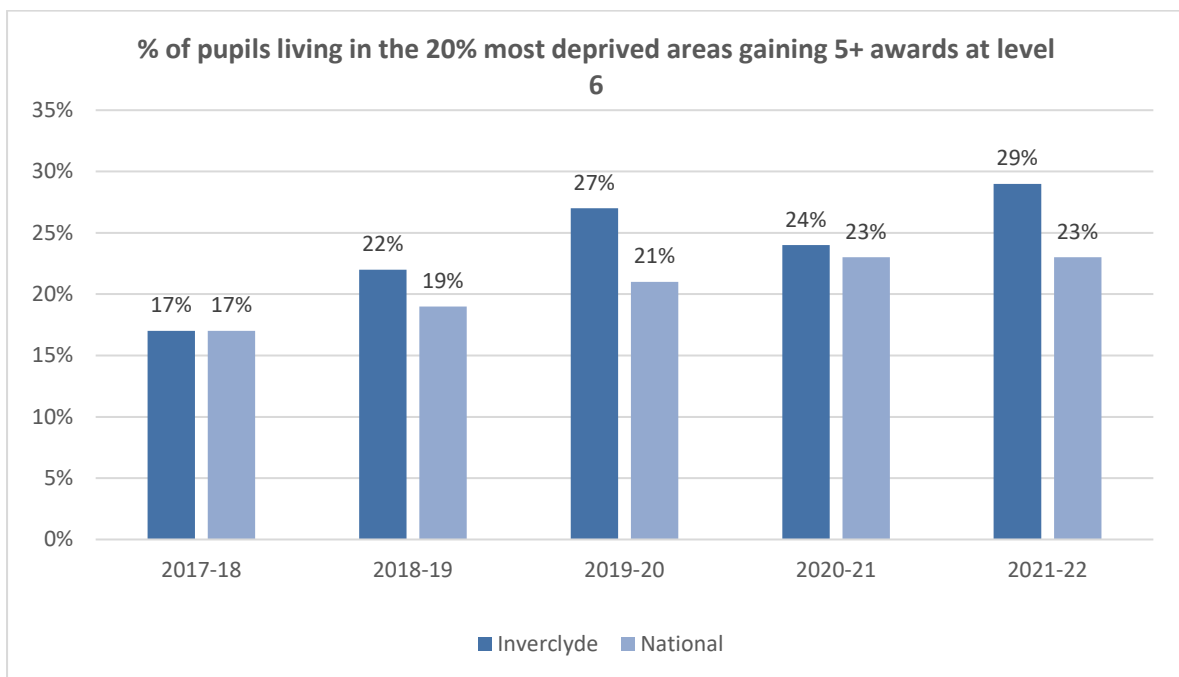*% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5*

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

Year	Inverclyde	National
2017-18	46%	42%
2018-19	52%	45%
2019-20	54%	47%
2020-21	56%	49%
2021-22	64%	52%

■ Inverclyde ■ National

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

32

% of pupils gaining 5+ awards at Level 6

% of pupils gaining 5+ awards at Level 6

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

Year	Inverclyde	National
2017-18	17%	17%
2018-19	22%	19%
2019-20	27%	21%
2020-21	24%	23%
2021-22	29%	23%
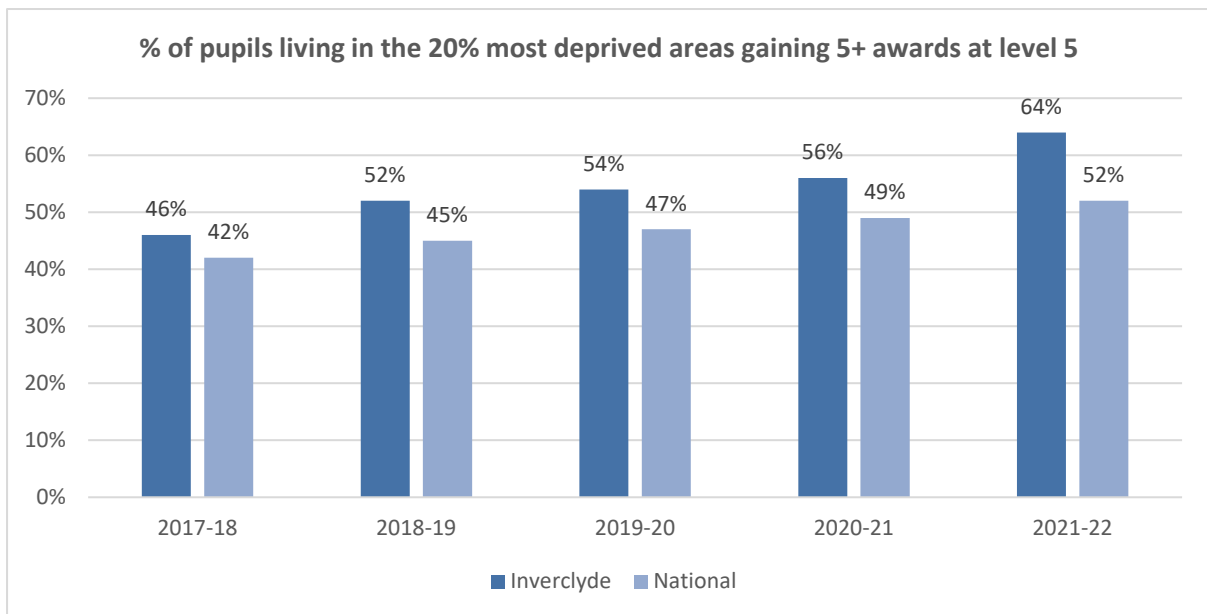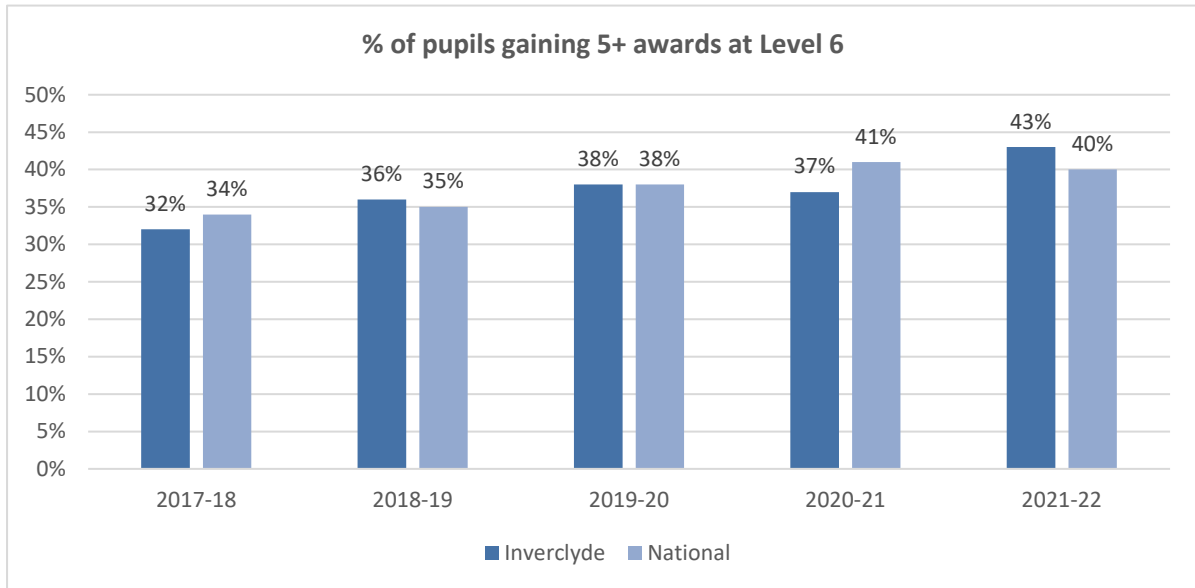
*Source: Improvement Service, 2022 (*Benchmarking | Benchmarking (improvementservice.org.uk)*)*

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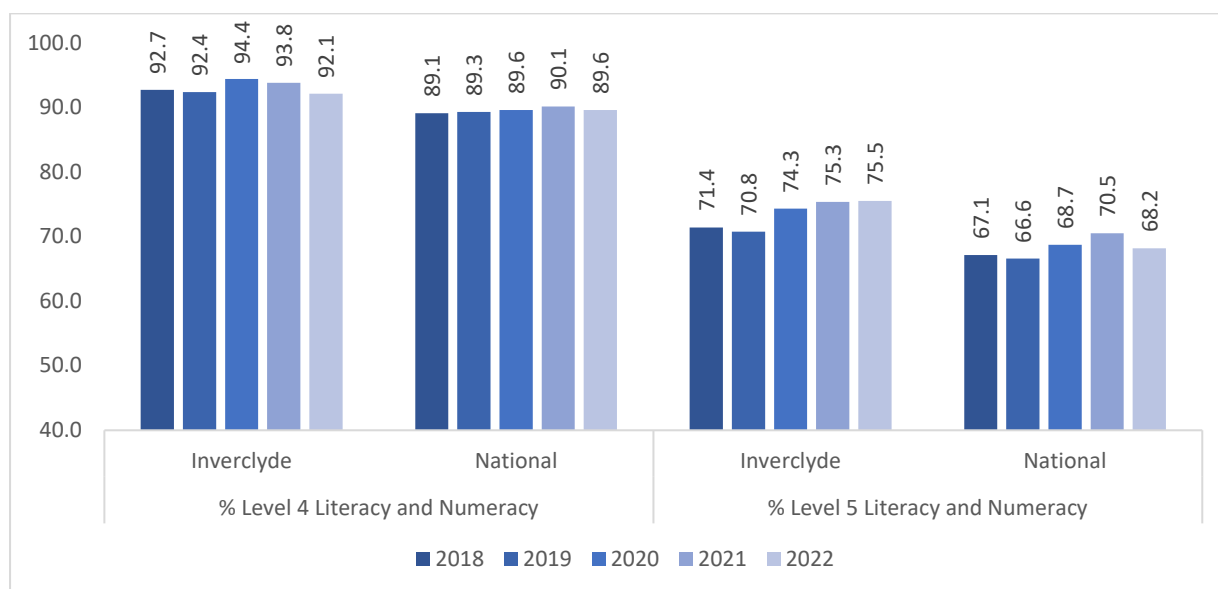
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

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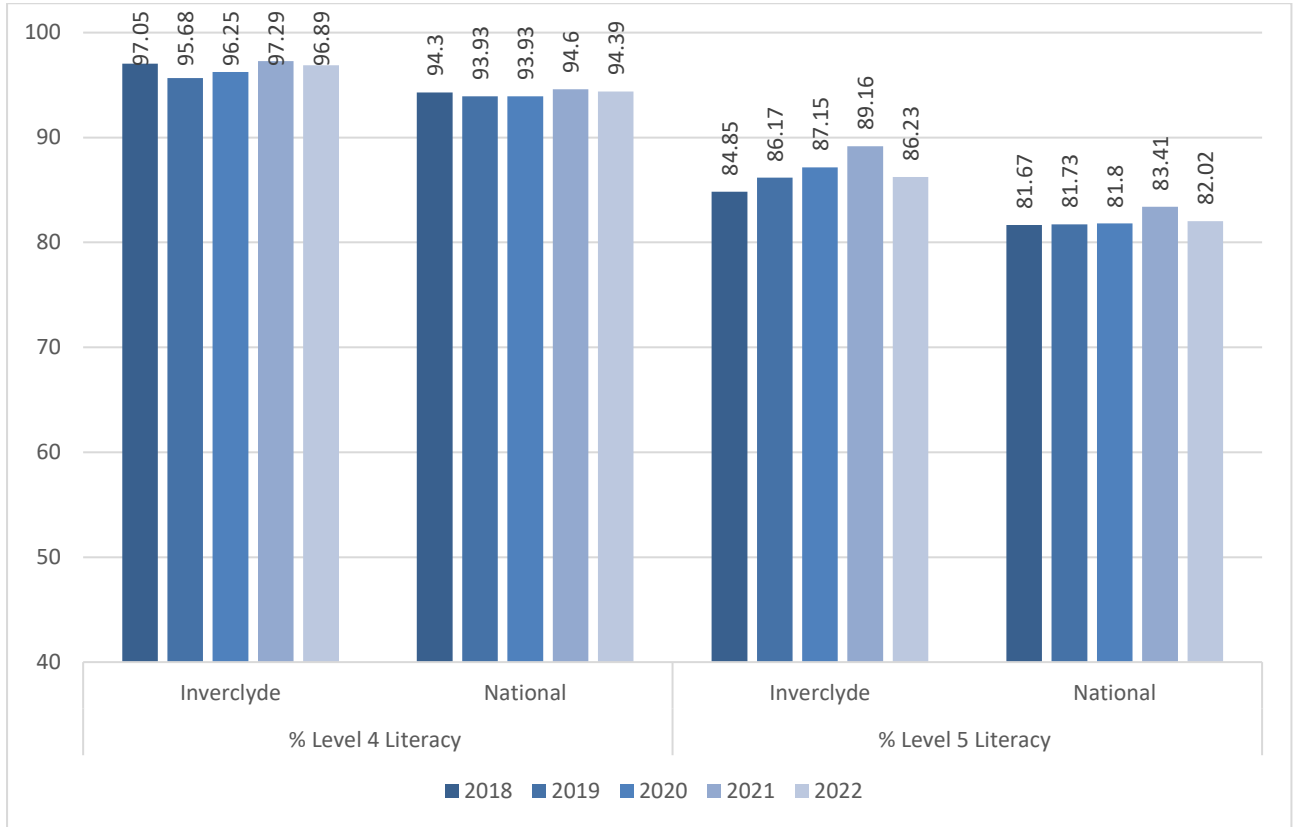
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

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
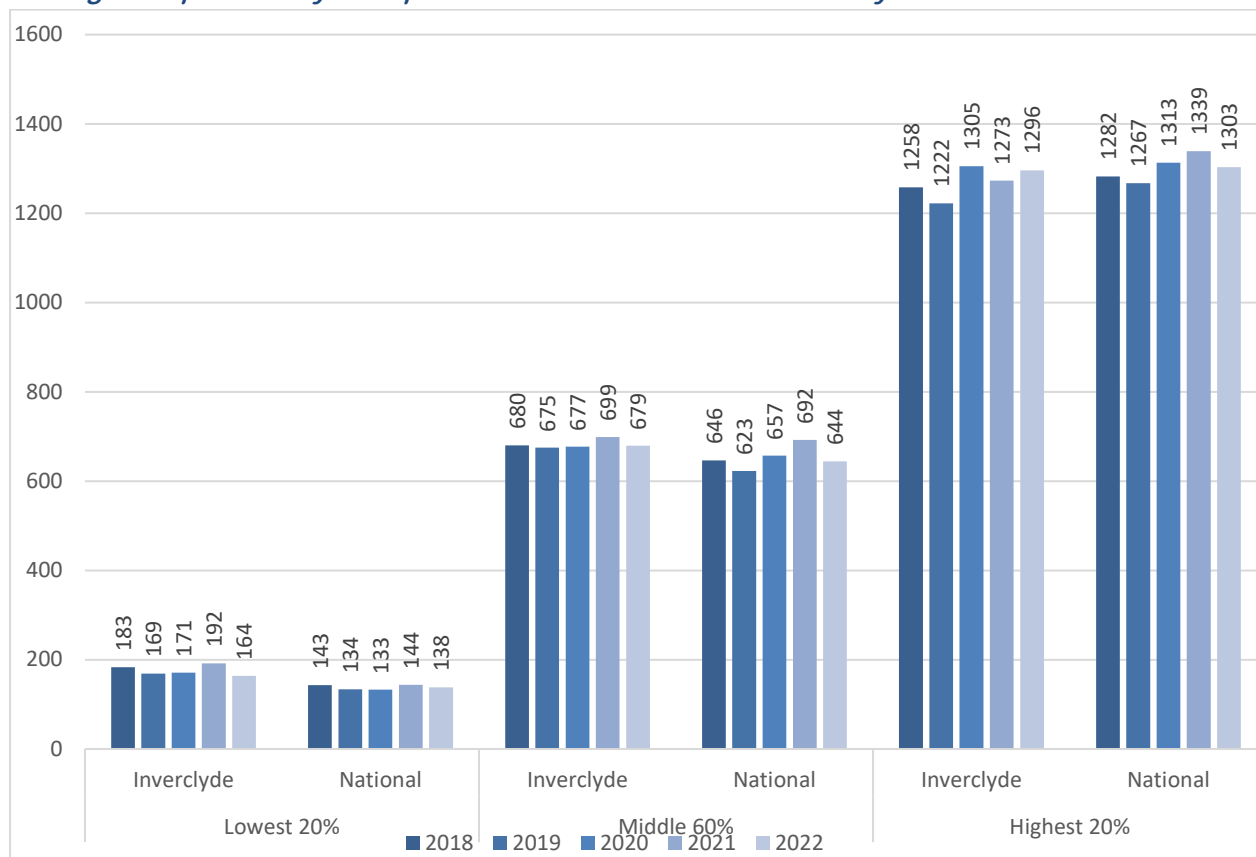
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)

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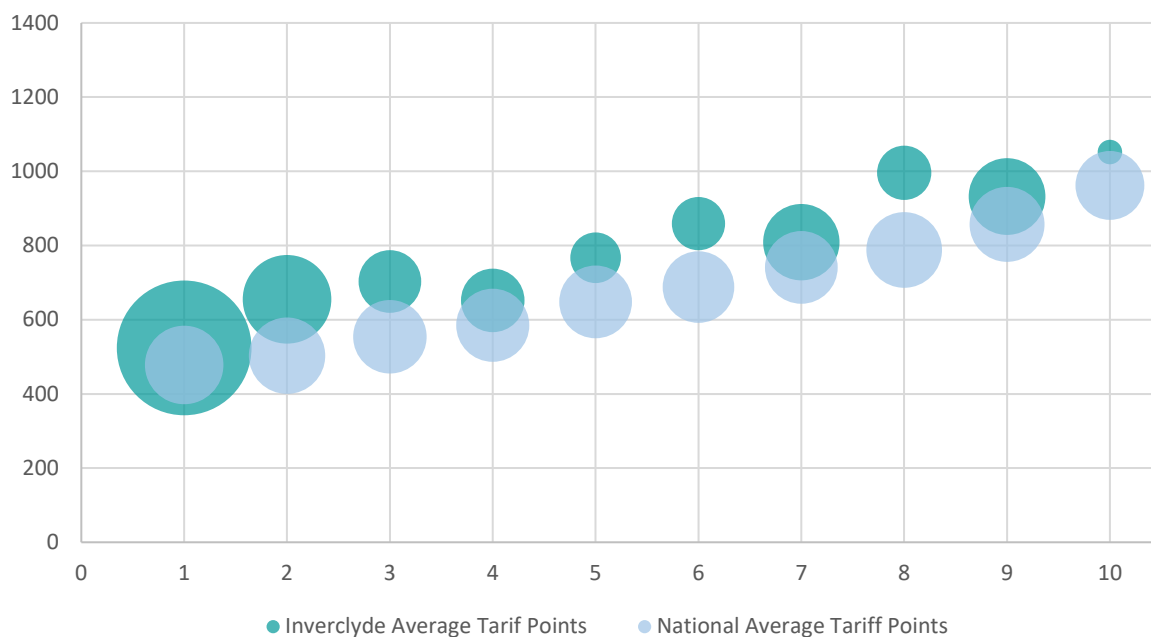
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

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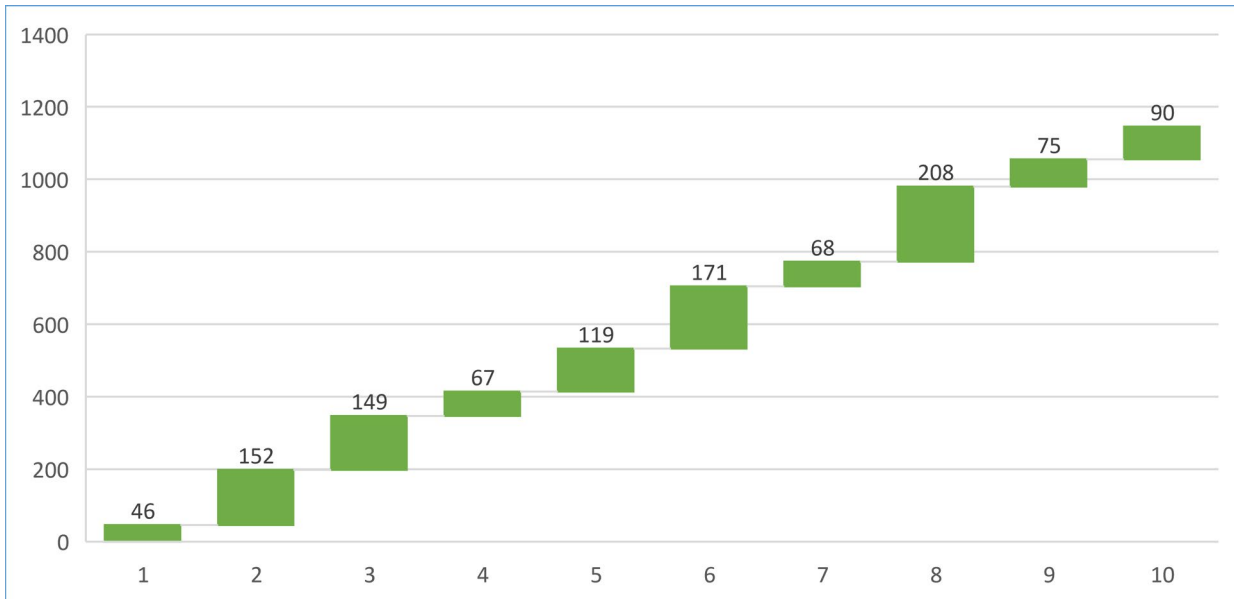
The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap had reduced between 2016/17 and 2019/20, with an increase in 2020/21. However the latest data shows there has been a sharp decrease in the gap for 2021/22 taking it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

Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2021/22
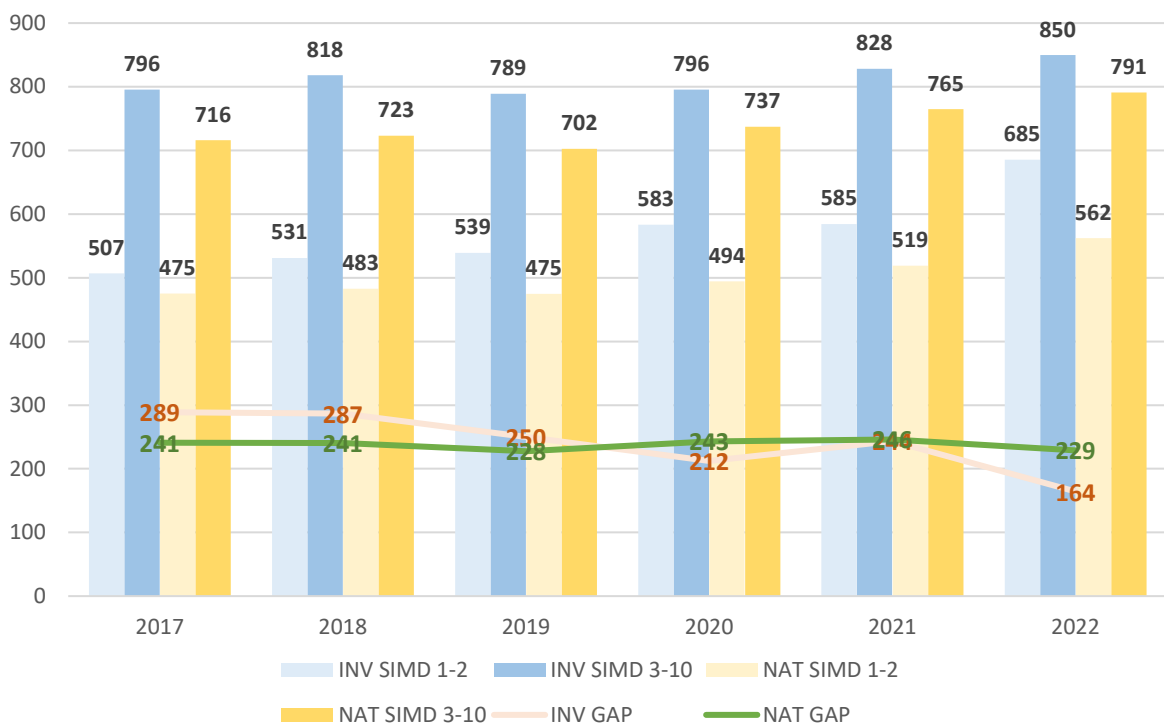
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

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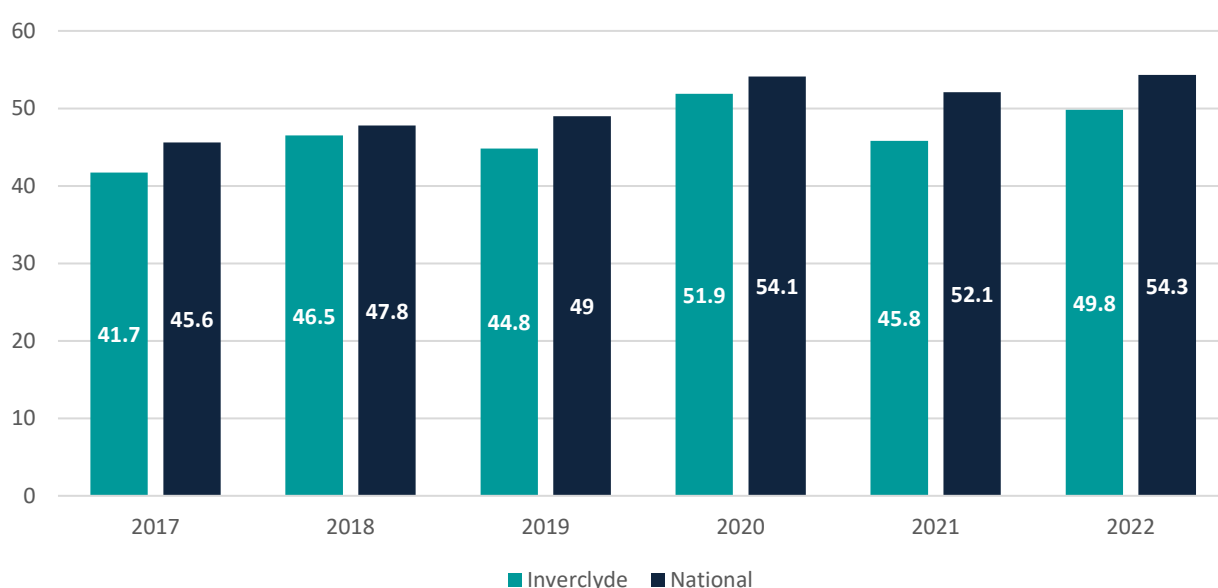
Source: Insight, 2022 (INSIGHT::Breadth and Depth: All Candidates)

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.

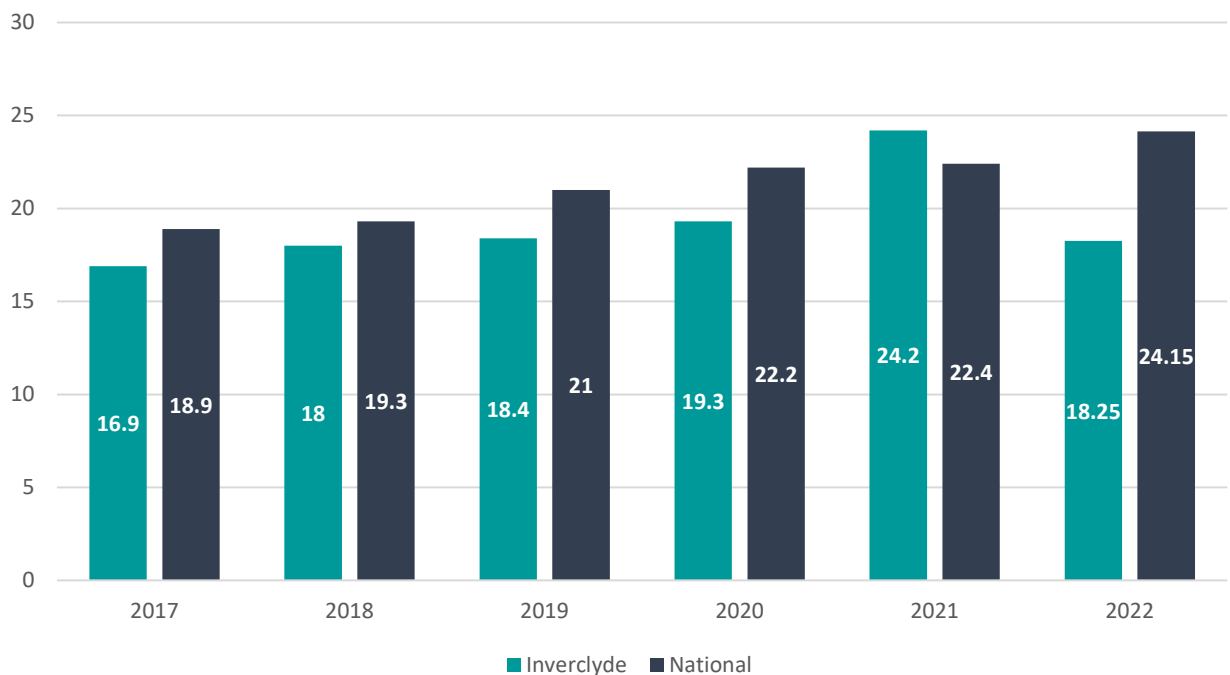*% of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2021/22*
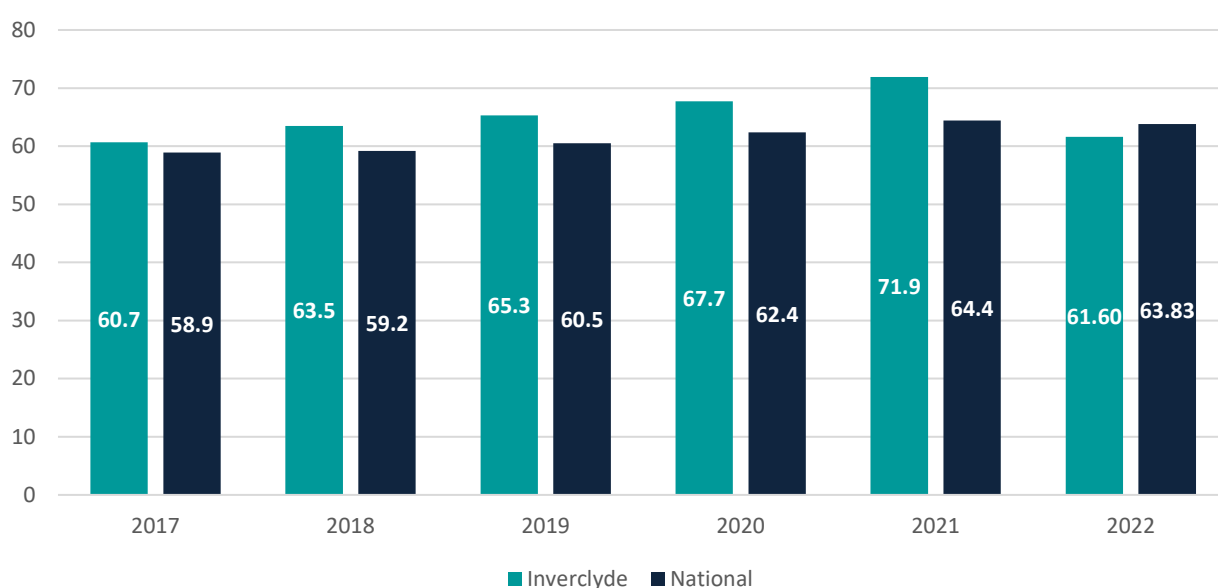
Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

% of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2021/22
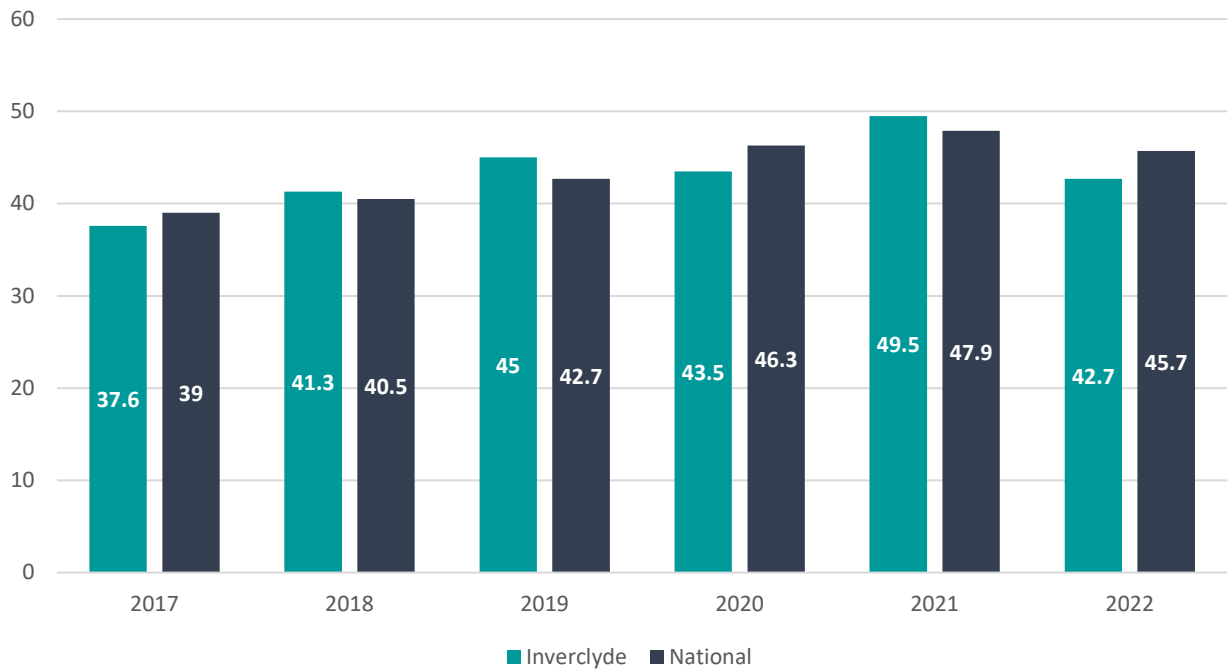
Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

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

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

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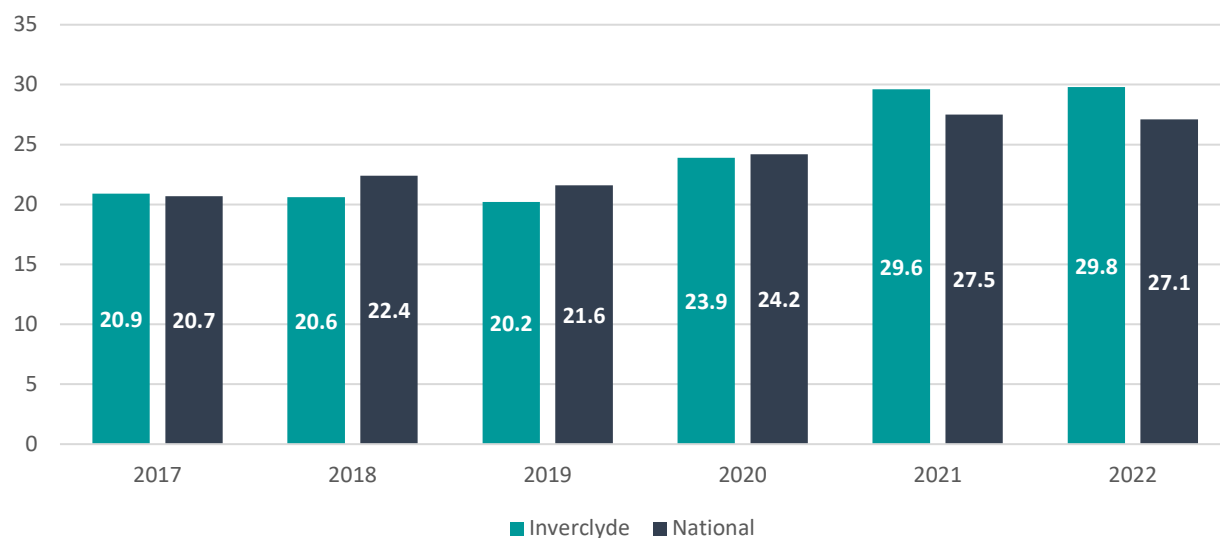
Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

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.

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

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