
Report To:	Education & Lifelong Learning Committee	Date:	19 January 2010
Report By:	Acting Director of Education	Report No:	EDUC/10/10/AH
Contact Officer:	Albert Henderson	Contact No:	01475 712824
Subject:	Standards and Quality Report 2008/2009		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek committee approval for Education Services' Standards and Quality Report for session 2008/09 and its distribution to key stakeholders.

2.0 SUMMARY

- 2.1 The Standards and Quality Report 2008/09 sets out a sample of the activities and achievements of Education Services in relation to the 5 National Priorities for Education and the priorities outlined in our Service Plan for session 2008/09.
- 2.2 The information in the report is drawn from a number of sources including school development plans and standards and quality reports, HMle inspection reports, Education Services' Directorate and Service Plans and the quality assurance process including the analysis of performance data.
- 2.3 The report has been structured around the 5 National Priorities – Attainment and Achievement, Framework for Learning, Inclusion and Equality, Values and Citizenship, and Learning for Life. Under each National Priority, activities and achievements are outlined as well as future areas for development.
- 2.4 The report also contains some appendices which detail some specific information relating to the work of Education Services last session eg Attainment Analysis 2009, School Inspections 2008/09 and Authority Initiatives.

3.0 RECOMMENDATIONS

- 3.1 The Education and Lifelong Learning Committee is asked to approve the content and publication of the Standards and Quality Report.

Albert Henderson
Acting Director of Education

4.0 BACKGROUND

- 4.1 The Standards in Scotland's Schools Act 2000 requires that all education authorities publish an annual statement of improvement objectives and to follow this with a report outlining the success achieved in meeting these objectives.

5.0 STRUCTURE OF THE PLAN

- 5.1 The Standards & Quality Report has been structured around the five National Priorities set out in education establishments in Scotland – Attainment and Achievement, Framework for Learning, Inclusion and Equality, Values and Citizenship and Learning for Life. Under each National Priority achievements are listed as well as future areas for development. The report reflects the full spectrum of achievements of our young people.
- 5.2 More detailed performance information including attainment and attendance is contained in the appendix of the report.

6.0 PROPOSALS

- 6.1 On approval the Standards & Quality Report will be published and distributed to Elected Members of all Council Services, Schools and Early Years establishments, School Boards and other Councils. The general public will be informed of the existence of the report and it will be accessed from the Council website.

7.0 ATTACHED PAPER

- 7.1 Education Services Standards & Quality Report 2008/2009.

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INVERCLYDE COUNCIL EDUCATION and SOCIAL CARE

Standards and Quality Report

(incorporating National Priorities)

Session 2008/09

⁶⁴Building Inverclyde
through
excellence,
ambition and
regeneration⁶⁹

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INVERCLYDE COUNCIL EDUCATION and SOCIAL CARE

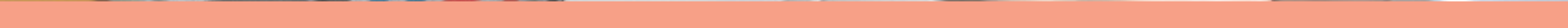
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Foreword



A message from
Councillor McKenzie,
Convener of Education
and Lifelong Learning

A message from Councillor McKenzie,
Convener of Education and Lifelong
Learning

Welcome to our 2008/09 Standards
and Quality Report incorporating the
5 National Priorities for education -
achievement and attainment; framework
for learning; inclusion and equality; values
and citizenship; and learning for life.

This report sets out the achievements
of Education Services in relation to the
5 National Priorities for Education and the
priorities outlined in our Service Plan for
2008/09.

As you will see from the range of key
activities undertaken by Education
Services during session 2008/09, we
have not been working in isolation but
instead building on our strong partnership
working with key stakeholders for the
benefit of all children and young people
in Inverclyde.

Together, our work continues to reflect
the key message from Education
Services' direction statement:

***'Building Inverclyde through
excellence, ambition and
regeneration'.***






I commend this report to you and would
like to take this opportunity to thank our
children and young people, parents and
carers, and all staff and partners for their
contribution to another successful year for
Inverclyde Council's Education Services.

Councillor Iain McKenzie
Convener of Education
and Lifelong Learning

Introduction

As a result of the Standards in Scotland's Schools etc Act 2000, 5 National Priorities for Education in Scotland were published which describe key outcomes for education.

The 5 National Priorities are as follows:

-  Achievement and Attainment
-  Framework for Learning
-  Inclusion and Equality
-  Values and Citizenship
-  Learning for Life










It is important to realise that the National Priorities are not a complete list of all that is important in delivering school education. The priorities reflect the areas where particular attention is needed to improve the quality of experience offered to our young people.

The Standards in Scotland's Schools etc Act 2000 placed a duty on local authorities to secure improvement in the quality of education provided in Scottish schools. The National Priorities are the foundation for the pursuit of excellence in every school in Scotland.

Local authorities have shown how each of the National Priorities will be implemented at a local level in the form of development activities contained within an annual Service Plan.

As the National Priorities are directly linked to the 9 key areas of a school's work, as described in the self-evaluation frameworks 'How good is our school?' (HGIOS) and 'The Child at the Centre', Education Services has chosen to report on progress towards the outcomes in the National Priorities within the context of a Standards and Quality Report.

The report, therefore, will also reflect the 9 key areas of operation in all of our schools as outlined below:

-  Key performance outcomes
-  Impact on learners
-  Impact on staff
-  Impact on the community
-  Delivery of education
-  Policy development and planning
-  Management and support of staff
-  Partnerships and resources
-  Leadership

This Standards and Quality Report is offered to all of our major stakeholders. The report contains a sample of activities which have taken place from August 2008 to June 2009. While it has not been possible to cover all the good practice that has taken place in our education establishments during this period, it is hoped that readers will find this account of the delivery of education in Inverclyde of interest.

Background Information



A message from
Albert Henderson,
Acting Director of
Education Services

Education Services is fully committed to providing a high quality education service which will enable young people to achieve their full potential.

Education Services shares the national vision for a Scotland where all children and young people are safe, nurtured, healthy, achieving, active, included, respected and responsible. We place a strong focus on partnership working to help achieve this vision and deliver these commitments.

I firmly believe that our ongoing focus on effective learning and teaching and the delivery of Curriculum for Excellence will help us to achieve these outcomes and prepare our young people for the challenges of the future.

Self-evaluation and planning with a focus on continuous improvement feature strongly in the work of our schools through the implementation of school plans.

A number of our establishments underwent external evaluation of their standards and quality in partnership with HMIe and the Care Commission resulting in excellent, and in other cases very good, reports on the education provision within the majority of establishments visited. A list of establishments involved is shown in Appendix 2.

This report celebrates many of our achievements during session 2008/09, and, just as importantly for the future, highlights our priorities. You will see that effective partnership working has been a key ingredient to the success of our service delivery.

I remain fully committed to driving up standards in schools as part of Education Services strong commitment to the delivery of an excellent education service which will benefit all of our children and young people - a commitment that reflects our direction statement:

'Building Inverclyde through excellence, ambition and regeneration'

National Priority 1 - Achievement and Attainment

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

How are we doing?

Primary 1 - Baseline Assessment

- In September 2007 and again in 2008 all primary one pupils in Inverclyde successfully participated in PIPS (Performance indicators in Primary Schools) baseline assessment in partnership with Durham University. The assessment involved pupils working through a series of simple questions on the computer. Results were analysed by Durham University and sent back to schools. As a result schools have comparative information on each pupil's reading, number and phonic skills.
- Representatives from every primary school were shown how to use online software to interpret the data for their pupils.

In May 2008 and 2009, the second element of this baseline assessment took place providing information on individual pupil progress.

Following the success of this baseline assessment process, it was agreed to introduce standardised testing at P5 during session 2008/09.

Thereafter, plans are underway to extend standardised testing to P3 and P7 stages.

5-14 attainment




Over the last three years, there has been a steady increase in 5-14 national assessment results for Reading. In 2008/09, 87.2% of primary school pupils and 78.2% of secondary school pupils reached the national defined minimum competence level for this curricular area.

Over the same period, there has been a steady increase in 5-14 national assessment results for Writing. In 2008/09 the primary sector took a slight dip to 79.5%. The performance for secondary school pupils, however, rose by 2%. 64% of secondary school pupils reached the national defined minimum competence level for this curricular area.

Over the last three years, there has been an inconsistent trend in 5-14 national assessment results for Mathematics. Following a 4% increase in attainment in 2007/08 the primary sector has shown a slight dip in 2008/09 to 86.7%. Following a 5% increase in 2007/08, performance has improved in 2008/09 for secondary schools. In this last year 66.6% of secondary school pupils reached the national defined minimum competence level for Mathematics.

**Quote from
St Patrick's Primary
School Standards and
Quality Report:**

'Each child's progress is discussed individually at meetings of Head Teacher and class teacher. Time has been set aside for regular Class Teacher/Support for Learning Teacher meetings to discuss progress/next steps. Attainment in Writing has increased.'

-  An analysis of Inverclyde's 5-14 national assessment results for 2008/09 shows that there has been a steady increase in the results for Reading, with a slight dip in Writing and Maths for primary pupils and a steady increase on all measures for secondary pupils.
-  In addition, our 5-14 results show that Inverclyde is ahead of 17 other authorities for Reading, Writing and Maths in both primary and secondary sectors.
-  All Head Teachers have been involved in the setting of 5-14 targets in Reading, Writing and Maths for 2008-2011.

Scottish Survey of Achievement 2008

Mathematics and Numeracy

Inverclyde pupils were randomly selected for the assessment of mathematics and numeracy in the authority's primary and secondary schools. Over 1,200 primary pupils in 21 primary schools were tested, along with 400 S2 pupils in secondary schools.




The profile of mathematics attainment for the authority was lower than that of Scotland at all stages and levels with the exception of P3 where the profile for the authority was slightly higher than that of Scotland.

The Quality Improvement Team will continue to support and challenge schools to improve teaching and learning in Mathematics.

SQA Performance 2009

S4 Attainment: Overall Performance

Quote from Gourock High School's Standards and Quality Report:

-  Over 50% of our S4 students gained 5 or more Credit passes
-  20 students in S4 obtained 8 Credit awards
-  5 S4 students gained 9 Credit awards

'All Principal Teachers meet individually with the Head Teacher after the results arrive in August to have a preliminary discussion about how well the pupils have done.'

Standard Grade

5+ SCQF Level 3

- The percentage of S4 pupils gaining 5 or more Standard Grades in 2009 is 95%. This is a slight increase from last year (94.2%).

SCQF Level 3: English and Maths

- The percentage of S4 pupils gaining Standard Grade qualifications in Maths and English at Foundation level has increased from last year to 96.4%. This measure has risen steadily from 92.2% in 2004, and some schools have increased performance by 3 or 4 per cent.

5+ SCQF Level 4

- The percentage of S4 pupils achieving 5 or more awards at General level in 2009 is 79.3% - this was a similar performance to 2008.

5+ SCQF Level 5

- The percentage of S4 pupils achieving 5 or more awards at Credit level across Inverclyde in 2009 is 35.7% - an increase of over 2% from last year.

S5/6 Attainment: Overall Performance

Higher Grade

SCQF level 6: S5

- The percentage of S5 pupils achieving 1 Higher has risen to 38.8%, a slight increase from 2008. Some schools have increased this measure dramatically, and there has been a steady increase since 2007.
- The percentage of S5 students attaining 3 Highers is 21.2%, almost exactly the same as last year. This means that over a fifth of the young people who started S4 in Inverclyde schools managed to achieve 3 Highers by the end of S5.
- The percentage of S5 students attaining a pass in 5 Highers is also the same as last year, at 9.3%.

SCQF level 6: S6

- S6 students have improved upon their S5 performance. A further 41.4% achieved another Higher award this year; a further 15.7% gained three more Highers.

Overall, performance at Higher has improved for the majority of pupils. The 2008 Higher results were particularly strong and the highest of the previous 5 years - so it is particularly pleasing that the levels have been maintained and even increased. Additionally the results at Higher are better than predicted from the 2008 Standard Grade results.

- The academic attainment of looked after children improved in 2008 - 2009. The percentage of 16-17 year olds ceasing to be looked after away from home who attained at least 1 SCQF level 3 increased from 55% in 2008 to 75% in 2009. The percentage who attained at least SCQF level 3 in English and Maths increased from 48% in 2008 to 69% in 2009 and 56% achieved 5 or more Standard Grades.

Quote from Gourock High School's Standards and Quality Report:

- Over 50% of our S4 students gained 5 or more Credit passes
- 20 students in S4 obtained 8 Credit awards
- 5 S4 students gained 9 Credit awards

'All Principal Teachers meet individually with the Head Teacher after the results arrive in August to have a preliminary discussion about how well the pupils have done.'

Quote from Greenock Academy's Standards and Quality Report:

'S5 performance at Higher is maintained at a Higher level. Quality of awards improved in 2009. Five pupils achieved 5 Higher awards at Grade A.'

**% of pupils achieving 1 Higher
57**

**% of pupils achieving 3 Highers
31**

**% of pupils achieving 5 Highers
18**

How do we know?

Sample evidence includes:

- ✎ Analysis of attainment data at both school and authority levels relating to national assessments and national qualifications.
- ✎ Using benchmarking methods to compare attainment across schools and other authorities.
- ✎ External evaluation of Education Services and schools by Her Majesty's Inspectorate of Education (HMIe).
- ✎ Attainment analysis from annual school Standards and Quality Reports.
- ✎ Evidence from School Review visits.
- ✎ Evidence from Quality Visits to schools.
- ✎ Monitoring of school plans.
- ✎ National and local showcases promoting good practice in attainment and achievement.

What are we going to do now?

- ✎ Continue to support schools and early years establishments to raise attainment and achievement of all children and young people (including the lowest performing 20%), and address any curricular areas where performance is giving cause for concern.
- ✎ Improve the impact of self-evaluation.



When we Find the Gowd - Scots Resource Pack

This Scot's Language Programme pack was written and compiled in Inverclyde in 2008 to give teachers lots of good ideas for incorporating Scots language into their classroom teaching.

Matthew Fitt (author) and a team of staff from Inverclyde developed the resource. The aim was to produce a series of lesson outlines which taken together would form a coherent approach to developing the Scots language skills of learners from first to third level, within lively learning contexts. The aim was to produce ten lessons for each of the three levels; in the end closer to 50 were created together with some supporting classroom resources.

The resource aims to provide a framework for developing knowledge, understanding and enjoyment of Scot's Language coherently and progressively within the broad parameters of Curriculum for Excellence.

The pack was showcased in the Scottish Learning Festival's Local Authority Village.

In September 2008, packs were sold to local authorities across Scotland.

Quote about the pack from Ravenscraig Primary teacher

'The weans are so much mair confident talking and writing in their ain tongue.'

'Descriptions, characters and performances take oan a life o' their ain.'

Quote about the pack from St Joseph's Primary Pupils:

'We hid a brow time learnin about Scots language. We luved writtin o the wee songs, actin, lowpin up and doon an drawin kittlins and wee dug. Ye ought tae gie it a try cos it's gie guid.'

A Curriculum for Excellence

Quote from Lady Alice Primary School's Standards and Quality Report;

'Quality input to staff on Curriculum for Excellence has laid good foundations. Staff have demonstrated greater confidence in implementation.'

Quote from St Francis Primary School's Standards and Quality report;

'In St Francis Primary School we will offer challenging learning opportunities for all children.'

How are we doing?

- In February 2009 the annual 2 day conference for all Heads of Establishments was held. The focus of the event was Curriculum for Excellence and Planning for Improvement.
- Inverclyde Psychological Service is continuing with the joint research initiative with Renfrewshire Psychological Service on evaluating the implementation of A Curriculum for Excellence.
- School representatives and members of the Quality Improvement Team continue to attend national seminars and conferences designed to support implementation of a Curriculum for Excellence.
- Inter-authority follow-up Seminar for secondary teachers of Maths took place on 23 March 2009. Focus of seminar was to share ideas and practice with the implementation of the Maths experiences and outcomes associated with a Curriculum for Excellence.

Inter-authority consultation seminars, in partnership with Renfrewshire and West Dunbartonshire Councils, were held for teachers across all sectors to discuss the draft national outcome statements for Technologies, Health and Well-being, and Religious and Moral Education/ Religious Education in Roman Catholic Schools. Colleagues from Psychological Services, Community Learning and Development, and Active Schools were also in attendance.

- Religious and Moral and Technologies experiences and outcomes were trialled in Primary Schools.
- Pedagogy - focus on how children are learning is being carefully considered in all Inverclyde Schools.
- Quote from audit of Improvement Plan; All staff in Earnhill Primary School are significantly more aware of the type of questions they are asking pupils to allow children to both think about their own learning and be actively involved in taking their own learning forward. i

- A very successful Parent Conference on Curriculum for Excellence was held in March 2009. Parent Councils and other parent groups were consulted over the content. Peter Kormylo from Learning Teaching Scotland and Lorraine Sanda National Development Officer for Parental Involvement contributed to the Conference. Workshops included: Dyslexia, Active Learning, Enterprise in Education, Glow, Assessment is for Learning, Talking Round Corners, Active Schools, Homework, HMIE inspection process and How to Study.
- A number of staff attended a National Numeracy Conference to promote numeracy across all sectors.

Monday 20 October 2008 was selected as an authority in-service day. CPD activities, with a focus on learning and teaching and the sharing of classroom practice, were organised for all Inverclyde teachers and early years staff.

- ✎ Curriculum for Excellence Social Studies exemplars were produced by three working groups from secondary schools and disseminated to all secondary schools.
- ✎ A programme of twilight sessions for primary teachers on teaching Social Studies through a Curriculum for Excellence were held. The sessions gave teachers confidence about planning new courses, units and topics in line with Social Studies outcomes and experiences for children and young people, and in doing so meeting the national requirements associated with a Curriculum for Excellence.
- ✎ Two members of the Quality Improvement Team were invited to share Inverclyde's good practice on Transition from early years to primary school through delivery of a presentation and workshop at a national conference in Edinburgh.

- ✎ All early years and primary school establishments are now using shared approaches for learning about stories and storytelling.
- ✎ Inspectors of Education from Slovakia spent a day with Quality Improvement staff and sampled excellent practice in Lady Alice Primary, Inverclyde Academy.
- ✎ Inverclyde Council has been selected to take part in the externally funded Bookstart Rhymetime Training and Development Project for 2008/09 in partnership with Bookstart Scotland and the Scottish Arts Council.
- ✎ Staff from Glenburn School, Gibshill Children's Centre, Aileymill Nursery School, and Kelly Street Children's Centre shared their good practice through workshop/seminar delivery at the Scottish Learning Festival at the SECC in September 2008.
- ✎ A Curriculum for Excellence newsletter was issued to all establishments.

Quote from Notre Dame High and St John's Primary School Standards and Quality Report;

'Development in all aspects of A Curriculum for Excellence continues to be a significant priority across the school. All departments have been actively involved in authority and inter-authority In - Service and have had the opportunity to share aspects of excellent practice with their colleagues.'

'St John's Primary School share good practice, including strategies/methods for teacher/pupil reflection on learning that has taken place.'

Quote from Authority Quality Visit to St Gabriel's Primary School;

'The Head Teacher has created an ethos in which Curriculum for Excellence will flourish.'



Learning in Inverclyde

Quote from St Stephen's High School Standards and Quality Report;

'We continue to promote awareness of good practice in teaching and learning styles through staff development in collegiate time. We will issue advice to parents on learning styles and homework.'

Quote from Rainbow Family Centre's Improvement Plan:

' children will experience challenge and enjoyment in their learning.'

How are we doing?





Inverclyde Learning and Teaching Policy was launched during session 2008/09.

'We know that schools are about people, and the relationships between them. Schools are about supporting children so that they develop positive attitudes to learning from a very early age. Schools are about being successful and wanting to learn and achieve, and to carry on learning and achieving.' How good is our school? The Journey to Excellence (Part 1).

Learning in Inverclyde is about equipping all children and young people with the skills and knowledge to meet the challenges of life in a technologically oriented multi-cultural world.

Effective learning has more to do with how we learn than what we learn. When we know how to learn (the processes of learning), what we learn is achieved more effectively.

For learning to be effective it should be:

-  Active
-  Collaborative
-  Relevant
-  Progressive
-  Ambitious

Steering Group

In Sacred Heart Primary School, a Steering Group was set up to discuss learning and teaching in the school. The group is made up of pupils, parents and staff.

Self evaluation exercises

In St Joseph's Primary School the use of 'reflective questions' from Curriculum for Excellence 'toolkit' and Inverclyde Teaching and Learning Policy, teachers participated in self evaluation exercises at individual level and in pairs. Staff views were collated and recorded for continuing development.



How do we know?

Sample evidence includes:

- ✎ Evidence from classroom visits
- ✎ Evidence from School Review visits
- ✎ Evidence from Quality Visits to schools
- ✎ Monitoring of school improvement plans
- ✎ External evaluation of Education Services and schools by Her Majesty's Inspectorate of Education (HMIe)

Quote from Kelly Street Children's Centre's HMIe/Care Commission Report (April 2009);

'Staff know children very well as learners and are highly skilled at meeting their individual needs and monitoring their progress. They observe them at play effectively and use the information to plan the most appropriate next steps in learning.'

What are we going to do now?

- ✎ Continue to support staff in schools and early years establishments to make positive changes to learning and teaching.
- ✎ Support schools in their use of Curriculum for Excellence Outcomes for Learning.

Equally important to National Priority 1 are the broader based achievements of our young people. Below is a sample of some of these school achievements across all sectors during 2008/09.

- ✎ Inverclyde Schools' Concert Band achieved a Silver Award at the National Finals of Concert Band Festival in Warwick and were awarded Gold at the National Concert Festival for the second year in a row going on to represent Inverclyde and Scotland in finals held in Cardiff.

- ✎ Inverclyde Schools' Brass Band achieved a Silver Award at the Scottish Youth Brass Band Championship in Perth in November 2008.
- ✎ Christmas and Spring Gala Concerts were well supported. Children and young people gave superb performances.
- ✎ Gourock Rotary Club hosted Young Musician of the Year Competition.
- ✎ Inverclyde Schools Junior Choir competed in World Choir Games in Graz, Austria and won a Gold diploma in the first round and Silver medal in the final.
- ✎ Inverclyde's Training Choir reached the final in BBC Choir of the Year competition.
- ✎ The Youth Music Initiative Team organized a successful Oliver Extravaganza. This involved P5 pupils from all primary schools.

Quote from Ardgowan Primary School's HMIe Report (November 2008);

'Children now take more responsibility for their learning and make better use of information and communications technology (ICT) to support their learning. They have a clearer idea of what they are good at and what they need to do to improve.'

Quote from Overton Primary Schools's Standards and Quality Report:

'The School Choir was invited to defend their trophy in the Scottish Saltire Society in the Albert Hall in Stirling. The children competed against winners from the length and breadth of Scotland and came second by only one point! A wonderful achievement!'

- ✎ Ravenscraig Primary School's Gaelic Choir sang at the Mod in Falkirk and achieved a very creditable second place from a total of nine choirs.
- ✎ Pupils from Lilybank gave an excellent musical performance at Edinburgh Music Festival.
- ✎ Inverclyde Annual Piping Project Concert was an excellent showcase for Inverclyde talent.
- ✎ A King's Oak Nursery pupil won Learning Teaching Scotland Poster competition. The winning entry will be displayed at LTS Early Years events in September 2009.
- ✎ Three pupils from St Stephen's High won a top speech contest held by Renfrew Speakers' Club.
- ✎ Argyll and Clyde area Association of Speaker's Clubs 17th Annual Primary School speaking contest was won by a Wemyss Bay pupil.

- ✎ 22nd Inverclyde Burns Competition was held in St Michael's Primary School. Winners went on to represent Inverclyde in Berwickshire in May.
- ✎ Young writers across Inverclyde had their poems published in Poetry Explorers Scotland publication.
- ✎ St Patrick's Primary School hosted an inter-school quiz in March.
- ✎ Kilmacolm Primary School won Inverclyde's Euroquiz event with Inverkip Primary School coming a close second.
- ✎ Earnhill Primary School was invited to represent Scotland at the Impetus Showcase in London in October 2008.

Quote from Gourock Primary School's HMle Report (November 2008);

'The school choir was outstanding. It had achieved local and national success. The school provided a range of opportunities for children to achieve success. This included taking part in sporting activities, assemblies and school shows as well as taking part in the local music and dance festival.'

Quote from Kilmacolm Primary School Standards and Quality Report;

'A very successful parents group developed the use of Blooms Taxonomy for early years. This has been highly commended by the authority and by Learning and Teaching Scotland.'

Quote from Inverkip Primary School's Standards and Quality Report;

'Classes in the school have been involved in 'Rich Tasks'. The work carried out is highlighted as good practice on Learning and Teaching website.

Staff in the school and from other local schools have taken forward this way of delivering the curriculum.'

Quote from Aileymill Nursery's Standards and Quality Report;

'All staff have received training on ways in which to support the development of phonological awareness.

A leaflet outlining the importance of Phonological awareness and how parents can help at home has been produced and given to parents.'



Quote from St Mary's Primary School's Standards and Quality Report;

'We are very proud of the high achievements of all our pupils. We understand that, although it is important to aim high when it comes to national assessments, it is equally important to provide opportunities for our pupils to develop their skills and talents in other ways.'



National Priority 2 - Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.



- ✎ A range of Continuing Professional Development (CPD) activities have taken place for teachers and support staff during session 2008/09.
- ✎ The Acting Director and Heads of Service organised a programme of Professional Review and Development (PRD) for all Head Teachers. A range of CPD activities has taken place during for teachers and support staff to support learning and teaching. Focus areas have included Advanced Higher Mathematics, Citizenship, Higher Grade PE, Sustainable Development, Leadership, and the Newly Qualified Teacher's programme.
- ✎ In August 2008, 41 Newly Qualified Teachers (NQT's) started their induction year in Inverclyde Primary Schools and Secondary Schools.
- ✎ One candidate achieved the Post Graduate Diploma in School Leadership and Management (SQH).
- ✎ During session 2008/09, four Inverclyde teachers achieved Chartered Teacher status.
- ✎ A revised Standard for Chartered Teacher was published on 2nd April.
- ✎ A music teacher was a finalist for Teacher of the Year 2009, in recognition of his enthusiastic attitude and commitment to helping young people achieve success.
- ✎ Leadership training was delivered to Administration Staff, Community Learning and Development Managers, Principal Officers, Team Leaders, School Support Managers and Classroom Teachers.
- ✎ Training in Conflict Management was delivered to Head Teachers.
- ✎ Attendance Management Training was delivered to School Support Managers and Principal Officers.
- ✎ A draft Leadership strategy was prepared for consultation.
- ✎ A successful Head of Establishment Training Day took place on 10 September 2008 which included a keynote address from Richard Holloway (Chair, Scottish Arts Council and Scottish Screen).

Quote from Port Glasgow High School's HMle Report:

'The school has a clear sense of direction, led by the headteacher and his leadership teams. Staff have consulted widely with young people and their parents to agree the school's aims and values. Many teachers and young people have responded well to opportunities to develop and take on important leadership roles.'

How do we know?

Sample evidence includes:

- ✎ Evaluations from CPD events and conferences
- ✎ PRD documentation
- ✎ Comments on Leadership Strategy

Quote from Inverclyde Academy Authority Review:

'The excellent accommodation and facilities provide a superb environment for learning.'

Quote from Notre Dame Standards and Quality Report:

'Staff are being encouraged to participate in Improvement Planning groups. Opportunities are available for groups to be lead by Subject Leaders and Principal Teachers.'

What are we going to do now?

- ✎ Continue to offer opportunities for Personal Review and Development
- ✎ Continue to provide high quality training opportunities for all staff
- ✎ Agree and publish Inverclyde's Leadership Strategy

Attendance

Attendance figures for both primary and secondary schools show a steady trend. For primary schools the attendance rate for session 2008/09 was 95.3% (compared to 95.1% the previous session). For secondary schools, the attendance rate was the same as that for the previous session at 91%.

Enhanced School Environments

- ✎ Newark Primary School and Newark Nursery School were officially opened on 28 August 2008 by the Right Honourable Gordon Brown MP, Prime Minister of the United Kingdom of Great Britain and Northern Ireland.
- ✎ Inverclyde Academy was formally opened on 20 February 2009 by Princess Anne.
- ✎ Rainbow Children's Family Centre was formally opened on 20 March 2009 by author Mairi Hedderwick.
- ✎ Work on both sites of new Aileymill and All Saints Primary Schools has started. Progress is good on both site and it is expected that the planned completion date of February 2010 will be achieved.



- ✎ Consultation papers were issued for the future of Overton and Highlanders Primary schools, the future provision of Secondary Education in Port Glasgow and the future of Additional Support. These have now all received ELLC approval and development briefs for all these schools have been completed.
- ✎ PE accommodation in St Stephen's High School was refurbished.
- ✎ The quality of accommodation for pupils and staff at a number of schools (Ardgowan, Lady Alice, Moorfoot, St Mary's, Kilmacolm, St John's, Port Glasgow High and St Stephen's High) was improved.
- ✎ St Columba's and Notre Dame High Schools were decanted in preparation for demolition and building of new PPP schools at Bayhill and Dunlop Street work has started on both sites, with an expected completion by May 2011.

GLOW Programme

Phase 2 schools (two secondary and 12 primaries) have now undergone training enabling them to begin rolling out Glow within their establishments. Senior Managers were trained to develop and oversee the construction of their Glow Sites, and administrative support staff in each of the schools also undertook training to give them the skills to approve/manage accounts and passwords for pupils and teachers. Each school nominated a teacher to become a Glow Mentor and received two days training in the use of Glow tools as a learning and teaching tool.

During this period each of the 8 phase one schools (5 Secondary, 2 primary and one Special school) were visited and discussions took place surrounding the proposed rollout of Glow across the school. Numerous presentations have been delivered to staff by the Council's Glow team and members of the National Glow Team. Head Teachers have plans to utilise both the administrative and learning and teaching elements of Glow.

How do we know?

Sample evidence includes:

- ✎ School Estate Management Plan and associated Progress Reports.
- ✎ School Estate Newsletters.
- ✎ Roll out of Glow

Quote from Inverclyde Academy Authority Review:

'Inverclyde Academy provides a safe, pleasant and stimulating environment for learning, social and leisure activities. The school has a traffic-free campus with safe drop-off and pick-up points. It has a fully equipped 400 seat assembly hall, a Drama studio, a Games Hall, 2 gyms, a fitness suite, and a library with its own ICT suite, 2 full-sized football pitches and a multi-use games area. Every classroom has an interactive whiteboard and there is a total of 534 computers across the school. The school building facilitates disabled access to all areas.'

What are we going to do now?

- 📎 Implement and closely monitor the School Estate Management Plan for 2009/10.
- 📎 Raise the quality of learning and teaching through CPD opportunities and advice to teachers and school managers across all sectors.
- 📎 Deliver the agreed roll-out plan for Glow across Inverclyde educational establishments.



National Priority 3 - Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard to pupils with disabilities and special educational needs, and to Gaelic and other lesser languages.

Quote:

'Inverclyde Education Services aim to offer education of the highest quality to all young people within a developing culture of inclusion.'

How are we doing?

- ✎ A new collaborative assessment process has been established which will ensure effective recognition and assessment of dyslexia. Staff in all schools have been trained in the process. Roles and responsibilities are outlined, and the assessment is linked to the authority Staged Intervention. A programme has been drawn up to train a dyslexia adviser in each school.
- ✎ Implementation of collaborative assessment of dyslexia for all primary and secondary schools has taken place
- ✎ Focus group with young people with dyslexia took place to identify good practice in learning and teaching.
- ✎ Inverclyde Inclusion Policy was launched in October 2008.

We are committed to:

The integration of services for children which are managed by Education, Social Work and NHS at the point of service delivery.

The delivery of such services from the earliest point of identification until, as required, transfer to adult services is made.'

Inverclyde was the pilot authority for The Scottish Government support staff training session on 'Building Positive Relationships' with a very positive response being received from those in attendance. A roll out of this training session to all Inverclyde support staff continued throughout session 2008/09.

- ✎ Nurture Groups have been established in King's Oak Primary, Sacred Heart Primary and Earnhill Primary. Teachers have been appointed and both teachers and support staff have had extensive training on attachment theory and nurture practice. The initiative is currently being evaluated and it is anticipated that this will highlight the impact on children and their families.

- ✎ A working group was established to revisit staged intervention. A second phase of consultation with schools, following a year of implementation, highlighted some areas where changes would improve the process. Adaptations have produced a simpler form and associated training will be delivered to schools. The impact of staged intervention is now evident through school reviews, HMIE feedback sessions and HMIE reports.
- ✎ A Polish-speaking support assistant has been employed and is supporting Polish children across the authority. Access to a selection of library books for children for whom English is a second language has been established using Bright Books. This will encourage the further development of skills within the children's native languages.
- ✎ A programme of training has started to support teachers and support assistants in developing skills to meet the needs of children with a speech and language difficulty.

- ✎ Planning is underway to transfer the communication and language base from Glenburn School to Notre Dame Secondary School in August 2009.
- ✎ Evaluation of 2008 - 2009 initiative of phonological awareness training with early years staff has been completed and disseminated.
- ✎ Inverclyde's Bookstart project was reviewed by Caroline McLeod, Bookstart National Development Manager in January 2009. A number of areas of good practice were highlighted. These included: effectively managed and implemented programme, excellent partnerships working between library service and education services, working with families at risk of social exclusion and excellent monitoring procedures.

- ✎ Training of external providers including residential school staff about the implications of the Additional Support for Learning Act has taken place.
- ✎ Research evaluating Key to Learning in early years establishments is in process.

Quote from Quality Visit;

'In St Ninian's primary school, parents are supported in understanding and taking an active part in discussions about their children's progress and ways of working together on their next steps in learning.'

Quote from Kelly Street Children's Centre HMIE Report April 2009;












'Staff have high expectations of all children in the centre. They have created an inclusive ethos in which all children are supported and challenged to achieve. Staff very quickly recognise and address any factors which might hinder children's learning.'

'They ensure that resources widely reflect different cultures and languages.'



Child Protection

How are we doing?

-  HMle Joint Inspection of services to protect children and young people in the area was concluded in September 2008 and was published on 5 February 2009. The report was excellent with Quality Indicators evaluated as follows: 2 Excellent, 15 Very Good and 1 Good. The report was one of the best in Scotland.
-  Inter - agency Child Protection training was offered to a wide range of staff who work with children and young people in Inverclyde.
-  Annual Child Protection Conference was held on 24th February. It was well attended by all agencies. The theme was Child Sexual Abuse.
-  A member of the Scottish Government's Better Behaviour Better Learning Team has made a video of excellent practice in the Nurture Group in King's Oak Primary School. The video will be used to support training in other authorities and will be available through the Learning Teaching Scotland website.
-  ASSIST courses for multi-agency groups to raise awareness of suicide prevention strategies were well attended.
-  Seasons for Growth training and implementation was positively evaluated.
-  Training on principles of attachment to a range of educational establishments has been delivered during 2008 - 2009 and more is planned for 2009 - 2010.
-  Framework for Intervention Level 1 training took place for 19 education staff. Framework for Intervention level 2 training took place for 10 education staff.
-  Evaluation of Nurture Class Initiative with Professor Peter Farrell of Manchester University has been concluded.
-  Mellow Parenting groups to support some of the most vulnerable parents are being run regularly in conjunction with Health, Social Services and Integrated Children's Services. Evaluations of their impact have been completed.
-  Training has been delivered to Community Learning Development staff on developing resilience in young people.

How do we know?

Sample evidence includes:

- 📎 HMle Inverclyde Child Inspection report
- 📎 Evaluations from CPD courses
- 📎 Evaluations of new initiatives
- 📎 Minutes of meetings with partner agencies
- 📎 Minutes of meetings with parents
- 📎 Associated Action plans
- 📎 School Improvement Plans
- 📎 School Standards and Quality Reports
- 📎 HMle Inspection reports
- 📎 Care Commission reports
- 📎 Evidence from School Review visits

What are we going to do now?

Continue to provide support for our most vulnerable children and young people to achieve the highest standards of which they are capable through effective multi agency working.

Continue to develop strategies to promote social inclusion and equality of opportunity through effective multi agency working.



Quote from Blairmore Nursery School's Standards and Quality Report;

'A support group for parents of children with additional support needs was set up. The group meet every Friday morning.'

National Priority 4 - Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of society and to teach them the duties and responsibilities of citizenship in a democratic society.



Citizenship

How are we doing?

Responsible citizenship is one of the four purposes of Curriculum for Excellence. The strategies for learning and teaching that support education for citizenship also contribute to the other purposes of Curriculum for Excellence - they help to develop young people's ability to be effective contributors, successful learners and confident individuals.

The Scottish approach to education for citizenship differs from others areas of the United Kingdom, because it has not introduced a new subject or curricular area called 'Citizenship'. Instead, it is expected that all subjects will make their relevance to education for citizenship explicit, and that the purposes and issues associated with citizenship will be developed through whole-school and cross-curricular activities.

Raising awareness of important citizenship issues facing communities now and in the future is an important part of education for citizenship. These issues include: human rights, sustainable development, peace and conflict resolution, social equality and appreciation of diversity.

Recommended learning and teaching approaches include:

- Participation by young people in decision making, within classroom activities and at whole-school levels.
- Development of authentic community links.
- Active approaches to learning, including discussion, debate investigation and
- Whole-school activities that raise awareness of citizenship issues, ethical decision making and shared values.
- In September 2008, two teachers from Wemyss Bay Primary School had a very successful working visit to their Malawi partner school to further build their links and deliver staff training modules to teachers.
- Two further schools have made links with schools in Malawi - Garvel Deaf Unit and Greenock Academy.

- Two teachers from Malavi School, Malawi, visited their partner school - Inverkip Primary - in May 2009.
- We now have 14 schools linked with schools in Malawi, with their links being at different stages of development.



What topics does citizenship cover?

Links to relevant organisations and projects, divided by topic, such as global education, media awareness and appreciation of diversity.

Responsible Citizens

Glenburn School achieved Rights Respecting School status (the first special school and secondary school to achieve this).

St Kenneth's Primary School achieved Unicef's Rights Respecting Schools Advanced Level Award

Responsible Citizens

A Holocaust event was held to mark Holocaust Memorial Day in January. Senior pupils from Secondary Schools attended a special showing of a Holocaust related film, with additional inputs from pupils who had been to Auschwitz.

Responsible Citizens

Gourock Primary Pupil Council worked with Inverclyde Council to refurbish Gourock Playpark

In March, 13 young people from Inverclyde attended the Young Quality Scot Awards at Huntly in Aberdeenshire. Each received their national award given in recognition of the voluntary contribution they make to the community in inverclyde. This ranged from youth work to work in the local hospice.

Quote from St Michael's Primary School's Standards and Quality Report;

All children were involved in recycling activities, energy conservation and work on our school grounds.

One class cared for fish eggs as they hatched and then released them back into the river (Clyde in the Classroom project).

Effective Contributors

Quote from St Laurence's Primary School's Standards and Quality Report: 'Pupils raised £700 which paid for toilets and contribution to water bill in Chirdadzulu Primary in Malawi.'

Quote from Wemyss Bay Primary School's Standards and Quality Report; 'We are very proud of the achievements of our pupils. Every effort is made to celebrate and recognise the success of pupils at school events and events which take place outwith the school environment. Pupil achievements are photographed and displayed throughout the school and recorded in our weekly newsletter.'

Responsible Citizens

Hillend Children's Centre won Best Kept Garden for third year running.

Quote from Newark Primary School Quality Visit report;

'In Newark Primary School a Money week and school savings scheme with RBS was organised to promote numeracy in real life contexts.'



Partnership with Parents

How are we doing?

Schools continue to work hard to involve parents and to provide support to enable parents to help their child/children.

Education Services' Parental Involvement Strategy was launched in September 2008.

Quote from Bluebird Quality and Standards Report;

'In Bluebird Family Centre new values have been agreed which reflect working practice within the establishment. This has led to improved outcomes for children and their families. We will continue to seek views from children, parents/carers, community, other agencies and act on them to continually improve the quality of the service.'

Parents and families are the most important influence on their children's attitudes, behaviour and achievement and effective parental involvement will support this in a positive way.

Parental involvement recognises that parents and families have skills and assets to contribute and that schools involve families most effectively when they work in partnership.

Parental involvement and consultation must be inclusive and should encourage participation by all parents and carers.

Parents, carers, pupils and staff are partners in the education process, each with a distinctive role to play.

Mutual trust and respect will underpin all aspects of parental involvement.

Parent Council Chairs

Parent Council Cluster groups provide a valuable type of training, involving sharing ideas, discussions on joint working and allows parents to decide future joint actions which will benefit their children.

Quote from Gibshill Children's Centre Improvement Plan:

'Through consultation with staff and discussion with parents we will extend our emphasis on literacy with a greater focus on the home/ nursery link.'

Quote from Standards and Quality Report Glenbrae Nursery:

'We have made very good progress with this priority. Parents are consulted regularly on various aspects of the life of the centre and participation is high. Parents have been involved in the budget group - compilation of improvement plan - home link activities - participation in various workshops - nursery reviews - fundraising group - consultation of purchase of resources.'

Quote from King's Oak Primary School and Nursery Class - HMIe Report (March 2009);

'The school works closely with the supportive Parent Council. Staff work well with each other to support children's learning and provide a high quality of pastoral care. They have formed very effective partnerships with a range of visiting specialist teachers and with psychological, health and social work staff. These partnerships have been very successful in supporting children with a range of difficulties and allowing them to make good progress in their learning.'

Quote from Highlanders' Academy Primary School and Nursery Class HMle Report (October 2008)

'Highlanders' Academy Primary School has successfully promoted pupils' capacities as responsible citizens. They were actively involved in an extensive range of groups to develop capability for active citizenship. These included groups such as the eco committee, pupil council, buddies, playground pals, Junior Road Safety Officers and monitors. These groups met on a regular basis and led various projects on behalf of all of the children. This empowered the children to become confident leaders of their school community.'

- ✎ Mellow Parenting groups to support some of the most vulnerable parents are being run regularly in conjunction with Health, Social Services and Integrated Children's Services. Evaluations of their impact have been completed.
- ✎ Training has been delivered to Community Learning Development staff on developing resilience in young people.

Standards and Quality Report

How do we know?

Sample evidence includes:

- ✎ Minutes from Pupil Council meetings
- ✎ School Standards and Quality Reports
- ✎ School Plans
- ✎ Number of national Citizenship Awards achieved by Inverclyde schools
- ✎ Number of ECO Schools Awards achieved by Inverclyde schools
- ✎ Established links with international schools
- ✎ HMle Reports
- ✎ Minutes from meetings of Parent Council Strategy Group

What are we going to do now?

- ✎ Continue to support schools and parent councils with the implementation of the Scottish Schools (Parental Involvement) Act 2006.



National Priority 5 - Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.



How are we doing?

Determined to Succeed - Enterprise in Education

Supporting the development of skills for life, skills for work

- ✎ A range of CPD opportunities are offered to staff across all establishments. All schools are committed to developing Skills for Life and Work across the curriculum. Vocational Education provides a wider curriculum enabling pupils to access skills for work courses, making learning more relevant to the world of work beyond school.
- ✎ Across the Local Authority schools engage with many private providers to deliver workshops/conference type events aimed at raising awareness of / developing skills for life and skills for work.

Engaging employers

- ✎ In March of this year there were many awards presented to employers and volunteers assisting a diverse range of enterprise activities - the Awards are called The Spirit of Inverclyde Awards. Every school nominated someone for an Award. Moorfoot Primary won The Spirit of Inverclyde Award for continual enterprising effort.
- ✎ There is an employer group set up specifically for Enterprise (DTS) as well as employer planning groups developing More Choices More Chances agenda.
- ✎ Schools are encouraged to include employer partners in school events/shows as a way of recognising their contributions. Centrally, we have always recognised the contribution of employers at our annual showcase events, rewarding employers with a glass trophy - Enterprising Inverclyde Business Support Award.

Broadening the reach of Determined to Succeed

- ✎ This year we have introduced provision to Early Years establishments. This has included awareness-raising sessions, staff training and providing development materials or the purchase of resources.
- ✎ There have been a number of interventions introduced to support transition at various stages. In particular, secondary schools have undertaken enterprise projects such as running a company project to develop 'welcome packs' for P7 entering S1, buddy projects to support S1 pupils and enterprise challenge days facilitated by S2/3 for P7s.
- ✎ The Enterprise Showcase Day 2 Challenge annually encourages secondary pupils and senior students to work alongside P6/7 pupils. Working with Careers Scotland (SDS) James Watt and HE

providers Guidance staff encourage those considering leaving school to attend open days /seminars etc to explore opportunities beyond school. MCMC team work with those at risk of not making a positive transition from school to prepare them for work and to explore opportunities.

Embedding Enterprise in the Curriculum

- ✎ All CPD Opportunities in the authority now embrace Curriculum for Excellence and our own CPD sessions in the area of Enterprise in Education are designed to dovetail with the 4 capacities and the general ethos of Curriculum for Excellence.
- ✎ HMIE's Improving Enterprise in Education document has been recommended and the interactive self evaluation tool highlighted, during in-service for Enterprise Co-ordinators.

Building capacity

- ✎ In all our DTS/Curriculum for Excellence courses we promote the importance of entrepreneurship and enterprising skills directly linking to the importance of the local, national and global economy.

Examples of Enterprise in Education

- ✎ 'When I grow up' Film (Filmed by Baby Grand Productions for Showcase 09).Skills for Life and Work DVD involved children from Early Years to Secondary and Special schools.
- ✎ 'Live n' Learn' Motivational Speakers delivered interactive Enterprise in Education Day to St. Stephen's, Port Glasgow High, Ardgowan, St. Mary's, Moorfoot and St. Ninian's pupils. Parent Workshops to highlight what pupils had learned were delivered following on from Pupils Workshops.

- ✎ Business Engagement / World of Work Weeks were held in Earnhill, Gourrock, Lady Alice and Wemyss Bay Primary Schools. Some included Business Breakfasts and Business Speed Networking Events.

- ✎ Ethco competition entered by several Primaries. Earnhill attended Prize giving ceremony at City Halls, Glasgow having won an award for design Etho Logo.

- ✎ The fourth Annual Enterprise Showcase Event and Awards Ceremony were held on 18 March. Every school participated in the event which was supported by members of the business community and by politicians. Examples of music/dramatic talent within these schools and Spirit of Inverclyde Award.

- ✎ 16 Primaries took part in K'Nex Challenge. Gourrock Primary School went on to the final in Dundee.

- ✎ The Recruit Programme for S5 and S6, loosely based on The Apprentice was very successful. Five young people were awarded one year job contracts.





- ✎ Inverclyde now has 19 flourishing Young Engineers and Science Clubs - These were showcased in Glasgow and visits were made to Science Centre in June.
- ✎ Bridges to Schools - The Association of Civil Engineers presented Workshop to Primary 7 pupils. This was hosted by Inverclyde Academy over four days for all feeder primaries. Schools worked with Engineers to build an actual suspension bridge.
- ✎ Scottish Learning Festival March 09 - Lilybank School and Gourock Primary were invited to show their Homecoming projects and Partnership working.

How do we know?

Sample evidence included:

- ✎ Enterprise Awards
- ✎ Minutes of meetings
- ✎ School Plans
- ✎ School Standards and Quality Reports

What are we going to do now?

- ✎ Continue to develop Vocational Learning opportunities through the establishment of a new School College Liaison Group and increased employer engagement in learning and teaching.
- ✎ Further develop partnership working between Community Learning and Development to benefit all young people on Inverclyde.

Successful learners/Confident individuals/ Responsible citizens/Effective contributors

A bustling fourth annual Enterprising Inverclyde Showcase took place in Greenock Town Hall involving every school across Inverclyde. A wealth of enterprise activities were showcased by Inverclyde's children and young people and many stalls had products to sell. Everything from jewellery to seasonal cards proved popular purchases for visitors who left laden with goodies. The event culminated with an awards ceremony and the awards line up included trophies for school enterprise, business support, as well as outstanding achievement in enterprise awards for individual pupils.

Effective contributors

In St Columba's High School a successful Sports Leadership Programme was introduced. Participants led sporting activities throughout the school, supported delivery of programmes in primary schools and organized and ran a successful Sports Hall Athletics event for primary 7 pupils in associated schools.

Effective Contributors

Quote from Garvel Standards and Quality Report;

'Garvel Deaf Units The biggest project of the year, however, was the work done in researching and celebrating Garvel's 40th anniversary. The pupils' research brought to light the fact that it was also the 130th anniversary of provision for deaf children being established in Greenock by Alexander Graham Bell. This was celebrated at a special event on St Andrew's day before a large audience that included councillors, MSPs and former staff and pupils. The primary pupils performed a signed song with pupils from Earnhill while the secondary pupils performed some sketches to illustrate deaf humour. They also helped to organise a display about Garvel's history for guests to see and also displayed it at the enterprise showcase.'

Vocational Learning

With the ending of the Glasgow City Vision Programme in the summer a new School College Liaison Group has been formed in partnership with James Watt College. This group now oversees all S3-S6 curriculum developments through the college. The skills for work curriculum in S3 and S4 is now well embedded with over 250 young people undertaking these new vocational qualifications which form a major part of the Government's Skills Strategy policy. James Watt College has now appointed a Vocational Co-ordinator to act as a link between schools and the college. The liaison group is focusing on improving communication and effective working as well as establishing improved selection processes and procedures.

-  Commencement of first steps programmes providing opportunities for adults with no or few qualifications. Jointly delivered with a range of partners.
-  Partnership working with Job Centre Plus in Greenock and Port Glasgow. Unemployed Adults can access learning programmes.



- The CLD Partnership has been awarded £392,962 by the Big Lottery for the Wider Opportunities for Older People in Inverclyde's (WOOP!) initiative, which will benefit the health and well being of Inverclyde's 60+ population and includes inter - generational activities which help forge better relationships between young and old people.



- The Teenwide Inverclyde Initiative, co-ordinated by the CLD Youth Work Team offered sports and arts activities in 19 venues across Inverclyde.

Promoting Creativity

The Arts Education Team has had a very successful year. A number of projects involving many schools and children and young people have enhanced learning.

The QE2

Visual arts project and exhibition celebrating the final voyage of the QE2.

Young people investigated the revolutionary interior design of the QE2 and created banners, pictures and presentations celebrating its final voyage. five young people were permitted on board to take photos.

Confident Individuals

Quote from pupils;

'I participated in a powerpoint presentation.'
'Yes I was proud of representing my school on the Kennilworth and going out to see the QE2.'

Arts Education Conference 2008

Second Arts Education Conference included workshops by ABC Creative Music and physical theatre company Plutot La Vie, who also performed A Clean Sweep. All teachers attending were given an ABC Music Starter Pack.

Teacher's evaluation;
'I loved the energy that I felt at the end of the session.'
'Loved it all - made learning fun!'

GIANT

Performances and CPD by GIANT theatre of The Ceilidh Tree, an interactive performance for pre-school.

Quote from children;

'I liked the owl, the songs and the moon and the stars.'
'I liked the wee robin.'

James Watt, Head of Steam

Multi-media project delivered in partnership with Scottish Opera, researching, writing and performing an opera about James Watt. Performances took place in the Town Hall and the Old West Kirk in June 2009. James Watt labs and research workshops and were well received by participants, artists and teachers.

The performance was based on Watt's life, his growing up in Greenock and his trip to London where he found the poverty unbearable. The score was written by Karen McIver and the orchestra was composed of young people from Inverclyde. Inverclyde have the rights to perform the opera for the next two years.

Quote from children;

'I liked watching the steam coming out of the can and the can popping.'

'I liked the science. I liked the boat.'

Routes to Roots (Witness)

An exhibition on Inverclyde's involvement in the slave trade becomes a stimulus for creative responses and performances. The exhibition included drumming and dancing performances by the participants supporting an exhibition on the slave trade. The exhibition then toured around venues in Inverclyde.

The project was extended into a slavery tour of Inverclyde. This involved all three P7 classes from Newark Primary exploring Greenock's and Scotland's involvement in the slave trade through drama, dance and visual arts workshops. A slavery tour of the local area was organised, taking in dance and drama performances along the way.

Quote from pupils;

'I thought that the way the slaves were transported on the ships head to toes was shocking, unfair and cruel. I really liked my day. I want to go back to get another look around the museum.'

'I found out about the legacy of certain slave trades within the UK which I had not known about before. I had a great time, I loved it.'

Port Glasgow High Creative Writing Group

Young writers involved in the BOLT project attended a short fundraising workshop run by the Creative Links Officer and made a successful application to the Young Scot Fund. The money is being used to fund writers to deliver extra-curricular funding workshops.

Rusty Boat

Senior pupils involved in BOLT and Visible Fictions Residency helped develop an application to CashBack for their own theatre company, supported artistically by Visible Fictions and administratively by the Arts Education Team.

Pool By The Sea II

Building on the work initiated on Pool by the Sea, this project engaged young people 3-18 in an excursion to the pool for a swim followed by a range of arts activities and an exhibition, including pin-hole photography, film-making/animation, ceramics and textiles. The ultimate aim is to create permanent pieces for the pool once it is renovated. An exhibition was held the Gamble Halls, the launch of which was attended by 80 young people and older members of the community. The inter-generational aspect of this project was particularly strong with young people interviewing the elderly reminiscing about their experiences of the pool.

Quote from pupils;

'I learned how Gourrock Pool started, when it was made, why they made it and how it has changed.'

'I think all the skills I learned could be applied in general life. I think being patient with yourself and setting personal deadlines will help in the future.'

Community Learning and Development

Community Learning and Development

Improving standards and quality in the CLD Service was highlighted through:

High numbers of participants:

269 learners participated in core adult learning programme.

469 learners participated in adult literacy programmes.

169 learners participated in Fairer Scotland funded First Steps programmes.

925 young people participated in youth work programmes.

Participants gaining accreditation:

127 adult learners gained qualifications many for the first time.

168 young people gained Duke of Edinburgh Awards.

External evaluation of CLD Service activities.

Other successes and achievements:

Co-ordination of Inverclyde's biggest event of the year, the Inverclyde Youth Festival, which ran over three days and attracted nearly 7,000 young people.

CLD Service led the development of the new CLD Strategy 2008-2011. Successful funding applications to Big Lottery, Fairer Scotland, Offenders Literacies Challenge Fund, English for Speakers of Other Languages, Cashback for Communities.

How do we know?

HMIe inspection of learning community around Port Glasgow High identified the impact on adults and young people as very good.

Qualitative and quantitative data collected for the CLD Partnership Annual Report 2008 - 2011.

- 310 young people were involved in the Battle of the Bands event
- 440 attended the Under 18s Disco
- Youth in the Park saw a record number of young people participate in a range of activities provided by the Speak Up Group supported by the Youth Work Partners.
- Members of the SpeakUP Group were invited to run 2 workshops at an international conference organised by Strathclyde University. These highlighted good practice in Inverclyde.
- The number of weekend diversionary activities available to young people increased over the year.
- The work of the Girls Groups gained national recognition through the publication of an article in the Daily Record which highlighted good practice in Inverclyde in relation to sexual health and healthy relationships.

- HMIe report on the learning community around Port Glasgow High identified youth work as very good.

Health Promotion

- Twelve schools gained health promoting schools status during session 2008/09.
- All schools now comply with the required nutrient standard for school meals in line with recommendations from 'Hungry for Success.'
- Almost all pupils have 2 hours PE each week



How do we know?

- Health Promoting Schools Accreditation.
- School Meals uptake
- School Timetables

What are we going to do now?

- Continue to support all establishments to implement legislative requirements and national advice relating to health and well-being.
- Continue to develop Vocational Learning opportunities through the establishment of a new School College Liaison Group and increased employer engagement in learning and teaching.
- Further develop partnership working between Community Learning and Development to benefit all young people on Inverclyde.



Active Schools and Sports Development

- ✎ The outdoor education experience for 772 Primary 6 children in Broomlee in West Linton was very successful.
- ✎ Notre Dame High PE teacher, has been named Scottish Athletics Coach of the year by the sport's Scottish chiefs.
- ✎ Working in partnership with Community Health Project a young person's health forum commenced in January as part of a broader Youth Council for Inverclyde.
- ✎ A smoking cessation programme for young people provided in conjunction with Inverclyde Community Health Project was well supported.
- ✎ ASSIST courses for multi-agency groups to raise awareness of suicide prevention strategies have been held.

- ✎ Seasons for Growth reconnect or training for school staff already trained as Companions to discuss progress.
- ✎ Annual Inverclyde Cross Country Championships held at Notre Dame. St Kenneth's PS took gold and bronze medals for team events.
- ✎ Inverkip Primary won the title of Athletics Champions for the 4th time. The school represented Inverclyde in national finals in East Kilbride.
- ✎ Primary school girls took part in Fairplay Girls Football Tournament which was hosted by SFA and active schools in Greenock Sports Centre. 120 girls from 16 Inverclyde schools took part.
- ✎ Moorfoot Primary football team won regional finals and will now go on to the Scottish finals in the Toryglen Sports Centre near Hampden.
- ✎ Moorfoot Primary netball team won Inverclyde schools' winter league.

- ✎ Pupils from St Kenneth's and Moorfoot Primaries won National No Smoking Day Poster competition run by Inverclyde School Health.
- ✎ Pupils from Port Glasgow High went to Edinburgh to take part in the No Knives Better Lives youth engagement conference in Murrayfield which was organised by the Scottish Government.
- ✎ Inverclyde Knife Crime Conference was held on 25 March. All secondary schools were represented.
- ✎ St Kenneth's Primary School gained the Glasgow Herald's Health Provider of the Year award.
- ✎ St Kenneth's Primary school was awarded the Scottish Education Awards Health and Well Being Category on 16 June. They received a trophy and £1000.

✎ St Kenneth's Primary school won four prizes in a Scotland wide competition organised by Relationships Scotland. The children and Head Teacher were invited to the Scottish Parliament on 18th June for the award ceremony.

✎ More than 100 young people took part in 12 minutes games at a Football Festival held in Battery Park.

✎ Over the session 2008/09 two hundred and fifty girls took part in girls football.

✎ A fitness club which targeted inactive pupils was set up in Newark Primary School.

✎ A physical activity initiative involving parents and carers in St Mary's Primary has been running for two years.

✎ Four hundred children have taken part in sporting festivals in hockey, rugby and badminton.

✎ Pupils from Overton and Glenburn schools visited IBM to mark United Nations World Environment Day.



Leadership and Quality Improvement

"Developing leadership is not just about honing the skills of those in the most senior positions, important though that undoubtedly is. It is also about releasing the energies of every member of staff and every learner and about giving each of them a sense that their contributions are valued."

[Leadership for learning: The challenges of leading in a time of change – HMIE]

"Self-evaluation is not a bureaucratic or mechanistic process. It is a reflective professional process through which schools get to know themselves well and identify the best way forward for their pupils."

[How good is our school? (The journey to excellence part 3) – HMIE]

How are we doing?

Leadership and Quality Improvement is critically important to achieving the outcomes sought in the National Priorities.

Education Services continues to monitor progress in schools through a series of School Review visits undertaken by officers from the Quality Improvement Team. (Details of schools involved in this exercise during 2008/09 are shown in Appendix 3). In addition, each establishment receives a Quality Visit from their pastoral Quality Improvement Officer on a bi-annual basis (November and February).

The education department monitors its performance by:

- ✎ Auditing school plans and Standards and Quality Reports
- ✎ Reviewing of all head teachers through a professional review and development (PRD) programme
- ✎ Using 'How good is our school?' Self-evaluation framework
- ✎ Using 'The Child at the Centre 2' - self-evaluation framework for early years establishments

- ✎ Using Quality Management in Education (QMIE) - the framework against which HMIE will judge local authorities
- ✎ Best Value reviews
- ✎ A conference for Head Teachers and Heads of Early Years Establishments was held in September 2008
- ✎ In February 2009 a successful 2 day conference was held for all Heads of Establishments.

During session 2008/09, a range of leadership development courses and seminars were organised for teaching staff, for example:

Courses for teachers who are thinking about promotion into Principal teacher, Depute Head Teacher, and Head Teacher posts.

The Learn to Learn programme in Port Glasgow High School is embedded into S1 and S2. S3 pupils have been to Columba 2000 and delivered a leadership academy to S1 pupils in May 2009.








Quote from Port Glasgow High School's Standards and Quality Report; 'Pupils are developing learning skills and strategies and have opportunities to display these in class situations as witnessed by HMIE. This was identified as a key strength in the inspection report.'

Quote from Inverclyde Academy's Authority Review; One of a number of strengths was:- The opportunities provided by the Head Teacher for distributed leadership through membership of school working groups tasked with revising whole school policies.















Quote from Newark Nursery Authority Review; The nursery provided a broad and balanced curriculum covering all key aspects of children's development. The review team observed some very good examples of teaching for effective learning, particularly in science/discovery and in literacy. They also observed a very successful shared nursery/primary 1 movement session in the gym.

How do we know?

Sample evidence includes:























-  School Plans
-  School Standards and Quality Reports
-  Evidence from School Review visits
-  Evidence from Quality Visits
-  Evidence from Head Teacher Professional Review and Development (PRD) meetings
-  HMle Reports
-  Care Commission Reports

What will we do in 2009/10

-  Continue to develop the Schools Estate to provide learning environments fit for the 21st century
-  Work towards the implementation of Curriculum for Excellence
-  Develop health with an emphasis on mental health in schools
-  Continue to work with partners and agencies to improve the educational attainment of Looked After children and young people
-  Improve the attainment and achievement of all children and young people
-  Deliver better vocational opportunities for pupils
-  Meet and better the Scottish average for MCMC outcomes
-  Health promotion inclusion and equality
-  Continue to develop parental engagement
-  Develop leadership at all levels
-  Improve the impact of self evaluation
-  Develop community capacity building
-  Improve early years provision and early years entitlement
-  Develop the Green Charter in schools

Working with Others

The education department has continued to work with a wide variety of partners including:

-  The Scottish Government - Schools Division
-  SQA (Scottish Qualifications Authority)
-  Her Majesty's Inspectorate of Education
-  Learning and Teaching Scotland
-  General Teaching Council for Scotland (GTC)
-  Trade Union Organisations
-  Care Commission
-  James Watt College
-  National Health Service, Argyll and Clyde / National Health Service, Greater Glasgow Health Board
-  Strathclyde Police
-  The Scottish Arts Council
-  University of Strathclyde
-  Inverclyde Council departments e.g. Social Care, Property Services, IT Services, PR Department
-  Careers Scotland
-  Tapestry Partnership
-  INFORM (Inverclyde Forum for Resource Management)
-  Barr Construction Ltd
-  Cameron Communications
-  ADES(Association of Directors of Education in Scotland)
-  Renfrewshire Council
-  West Dunbartonshire Council
-  The Royal Bank of Scotland

Celebration of Awards

Below is a sample of the awards achieved by our schools during session 2008/09:

Eco Schools Awards

Bronze

Ardgowan Primary School
King's Oak Primary School
Moorfoot Primary School
Newark Primary School
Port Glasgow High School
St John's Primary School
Glenbrae Children's Centre
Hillend Children's Centre

Silver

Garvel Deaf Centre
Gourock Primary School
St Ninian's Primary School
St Patrick's Primary School
Wellpark Children's Centre
Greenock Academy
Inverclyde Academy

1st Green Flag

Earnhill Primary
Glenburn School
Highlander's Academy
Overton Primary

Lady Alice achieved Green Flag status for the third time.

Ravenscraig Primary achieved Green Flag status for the fourth time, meaning the school now has a Permanent Green Flag.

Health Promotion Accreditation

Twelve Schools gained Health Promoting Schools accreditation meaning that all Inverclyde schools have now achieved this award. They were:

Gourock High School
St Mary's Primary School
Ardgowan Primary School
Moorfoot Primary School
Notre Dame High School
Inverkip Primary School
Newark Primary School
Wemyss Bay Primary School
Inverclyde Academy
Highlanders' Academy Primary School
St Stephen's High School
Gourock Primary School

Overton Primary attained Gold oral health award for the second time.

Provost's Awards

Provost's Equality Awards 2008

Child Aged up to 12
Winner - Pupil from King's Oak Primary School
Young Persons Aged 13 - 24
Winner - Friendship for HIV Prevention, Inverclyde Academy

Dyslexia Friendly Status Awards were achieved by:

King's Oak Primary School
December 2008

Overton Primary School
December 2008

Earnhill Primary School
April 2009

Ravenscraig Primary School
June 2009

St John's Primary School
June 2009

St Joseph's Primary School
June 2009

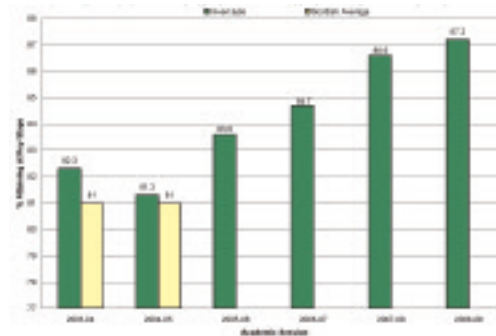
Appendix 1 - Attainment analysis 2009

5-14 Attainment

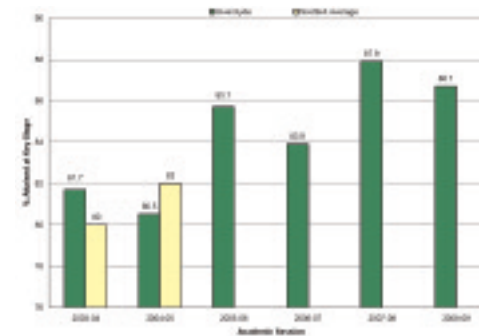
The charts opposite show the proportion of pupils aged 5-14 who have attained the minimum competencies expected for their stage in Reading, Writing and Mathematics using national assessment materials. A teacher will use a national assessment to confirm his or her view that the pupil is competent at that level.

The Scottish Government no longer carries out a central collection of the results of national assessments. Consequently no published data exists for the national performance in Reading, Writing and Mathematics from 2005.

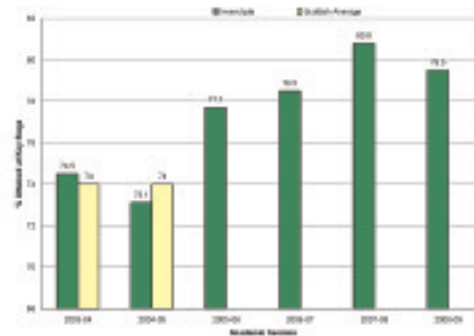
5-14 Attainment (Primary) % of pupils attaining appropriate levels at appropriate stage in Reading compared with the Scottish Average



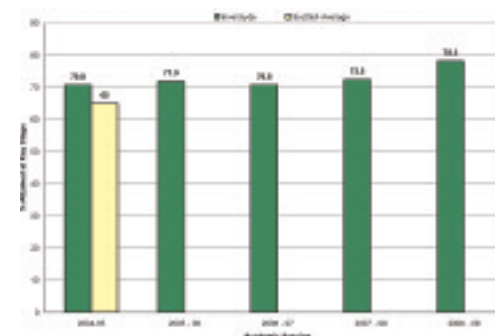
5-14 Attainment (Primary) % of pupils attaining appropriate levels at appropriate stage in Mathematics compared with the Scottish Average



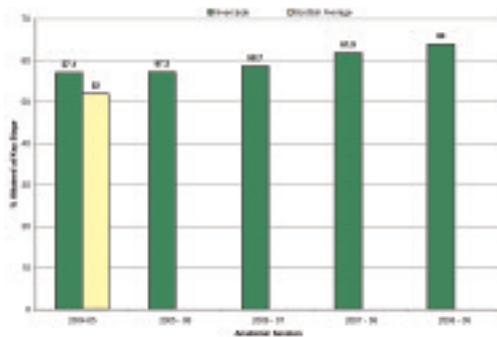
5-14 Attainment (Primary) % of pupils attaining appropriate levels at appropriate stage in Writing compared with the Scottish Average



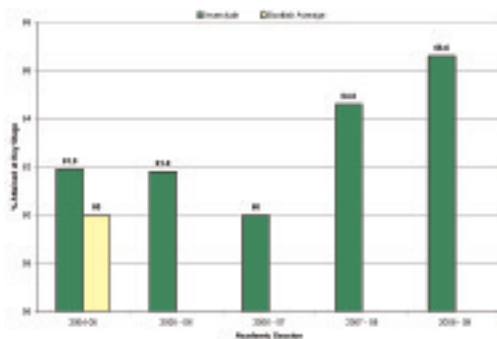
5-14 Attainment (Secondary) % of S2 Roll attaining or exceeding minimum levels in Reading compared with the Scottish Average



5-14 Attainment (Secondary) % of S2 Roll attaining or exceeding minimum levels in Writing compared with the Scottish Average



5-14 Attainment (Secondary Schools) % of S2 Roll attaining or exceeding minimum levels in Mathematics compared with the Scottish Average



Performance in Scottish Qualifications Authority (SQA) Examinations

The charts opposite show the performance of Inverclyde's 4th year and what they have achieved by the end of 6th year in the 2009 SQA exam diet. SQA examination performance is compared with the Scottish Average and also with Inverclyde's group of comparator authorities (authorities with a range of similar socio-economic characteristics to Inverclyde).

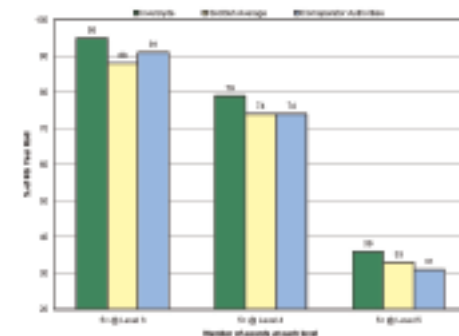
The reporting of attainment is now expressed as the number of qualifications at a particular level. The table below show the levels and their corresponding courses.

Scottish Credit and Qualification Framework (SCQF)		
Level	National Qualification Course	Course Equivalent
3	Access 3	Standard Grade Foundation
4	Intermediate 1	Standard Grade General
5	Intermediate 2	Standard Grade Credit
6	Higher	Higher

Inverclyde compared with the Scottish Average in the 4th year national examinations 2009



Inverclyde compared with the Scottish Average in the 5th year national examinations 2009

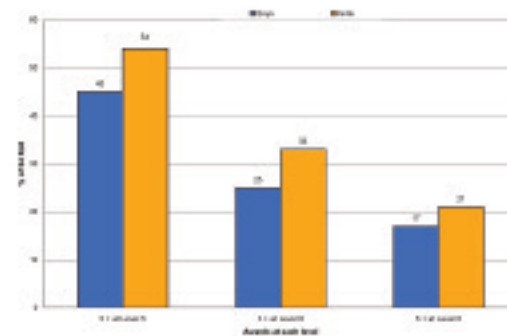


Inverclyde compared with the Scottish Average: Cumulative awards gained by the end of 6th year

Attainment and gender

Inverclyde is fully committed to making sure that each child and young person achieves his or her potential at school. From nursery school through to secondary school, staff work hard to ensure both boys and girls can achieve the best they can. Teachers employ a range of strategies to meet pupils' different learning needs and are continuing to look for ways to help raise the attainment of both boys and girls. The charts below show the difference in attainment in Inverclyde between boys and girls in 5-14 national assessments and in performance in SQA examinations.

Primary 5-14 National Assessments by gender 2009








Secondary 5-14 National Assessments by gender 2009

Performance in SQA examinations by gender 2009










Appendix 2 - School Inspections 2008/09

During session 2008/09, a series of formal school inspections to evaluate standards and quality took place.

The following schools had published reports following a standards and quality inspection by Her Majesty's Inspectorate of Education (HMIe):

-  Highlanders' Primary School - October 2008
-  Gourock Primary School - November 2008
-  Ardgowan Primary School (Follow - through) November 2008
-  Port Glasgow High School - January 2009
-  King's Oak Primary School - March 2009

The following schools/early years establishments were involved in a School/Establishment Review visit undertaken by representatives from the Quality Improvement Team:

-  Kilmacolm Primary School
-  St Francis Primary School
-  Ravenscraig Primary School
-  King's Oak Primary School
-  Inverclyde Academy
-  Gibshill Children's Centre
-  Kelly Street Children's Centre
-  Newark Nursery Class
-  Gourock Pre-5 Centre

The following pre-5 establishments were involved in an Integrated Inspection by the Care Commission and Her Majesty's Inspectorate of Education:

-  Kelly Street Children's Centre

APPENDIX 3 - Authority Initiatives Session 2008/09

The following is a list of initiatives which were supported.

- ✎ Transition support for pupils at key stages
- ✎ Behaviour support for primary and secondary
- ✎ Health Promotion support
- ✎ Provision of sporting programmes
- ✎ Breakfast Club provision

Out of School Hours Learning/Study Support

- ✎ Study support programmes organised by schools
- ✎ Easter School revision classes
- ✎ GOALS project (2 secondary schools)

Inclusion

- ✎ Additional support in schools
- ✎ Outreach teachers
- ✎ Support for inclusion links between secondary and special schools

Additional Support for Learning Act

- ✎ Coordinated Support Plans support
- ✎ Mediation support
- ✎ ASN Parent's Forum
- ✎ Staff training

CPD

- ✎ Training events and materials

Support for Teachers

- ✎ Standard for Headship (SQH)
- ✎ Teacher placements in industry

Parental Involvement Act

- ✎ Research on Parental Involvement
- ✎ Parent's newsletters
- ✎ Support Parents Strategy Group





Support for Parents

- ✎ Parental Involvement Act - implementation support
- ✎ Home school link support




Curriculum for Excellence

- ✎ Seconded staff to support schools
- ✎ In-service events
- ✎ Learning and teaching initiatives
- ✎ Glow initiative







Alternatives to Exclusion

-  Behaviour Support posts
-  Peaceful Schools Initiative
-  Framework for Staged Intervention Programme
-  Discipline Task Group

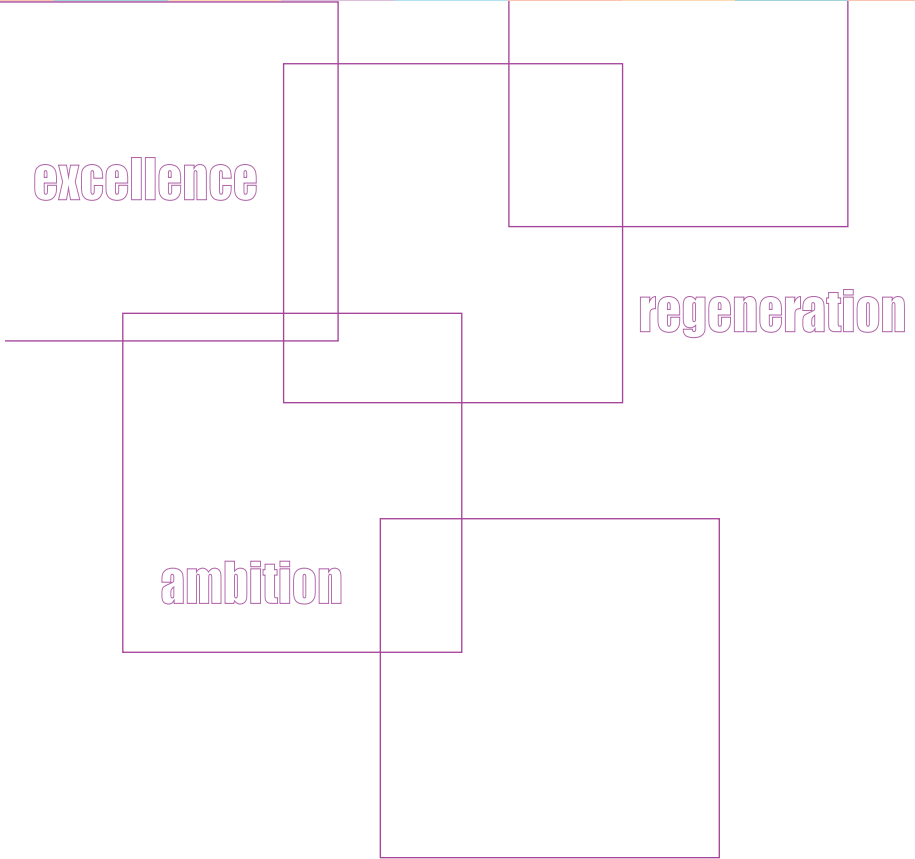
Additional Support Staff

-  Classroom assistants
-  ASN auxiliaries
-  Home link staff

Nutrition

-  Meeting nutritional standards
-  Roll out of cashless catering systems
-  Free fruit in Primary Schools
-  Upgrading of school dining areas
-  Curriculum support
-  Health Promotion support







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