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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b>	<b>25 January 2011</b>
<b>Report By:</b>	<b>Corporate Director Education and Communities</b>	<b>Report No:</b>	<b>EDUC/04/11/AH</b>
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<b>Subject:</b>	<b>Standards and Quality Report 2009/10</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to seek committee approval for Education Services' Standards and Quality Report for session 2009/10 and its distribution to key stakeholders.

## **2.0 SUMMARY**

- 2.1 This Standards and Quality Report outlines a sample of the activities, developments, improvements and successes within the Service during session 2009/10, as well as outlining evaluations and assessments of these combined efforts during the year.
- 2.2 The information in the report is drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, HMIE inspection reports, Education Services' Directorate Plan, and the quality assurance process including the analysis of performance data.
- 2.3 The structure of the Report follows the themes of the 6 High Level Questions that are the basis of evaluation within HMIE's Quality Management in Education (QMIE) framework and are used to demonstrate the quality of the educational experiences that occur within our learning communities.
- 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 2010, and School/Early Years establishments Inspections by HMIE during session 2009/10.

## **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**  
**Corporate Director of Education and Communities**

## **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 This Standards and Quality Report outlines a sample of the activities, developments, improvements and successes within the Service in 2009/10, as well as outlining evaluations and assessments of these combined efforts during the year. The structure of the Report follows the themes of the 6 High Level Questions that are the basis of evaluation within HMIE's framework, that are used to demonstrate the quality of the educational experiences that occur within our learning communities.

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

- 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 2009/10.

DRAFT as at 14.12.10

**INVERCLYDE COUNCIL  
EDUCATION SERVICES**

***Standards and Quality Report***

**Session 2009/10**

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## **FOREWORD**

### **A message from Councillor Iain McKenzie, Convener of Education and Lifelong Learning Committee**

I am delighted to be able to introduce Inverclyde Council's 2009/10 Standards and Quality Report for Education Services.

This report sets out the achievements of Education Services from the past academic session. We have sought to do this in a way that will, I hope, enable all partners in learning, and interested parties reading this document, to gain further insight into the ongoing self evaluation processes and questioning that our establishments and services engage in as they continually develop best practice and positive learning outcomes and experiences for Inverclyde's young people and adult learners.

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.

## BACKGROUND INFORMATION

Her Majesty's Inspectorate of Education (HMIE) has set out a framework for self-evaluation of the performance of education authorities in Scotland. This has been developed in partnership with key agencies and is designed to assist local authorities, together with their main stakeholders, to develop and implement a rigorous and systematic approach to the self-evaluation of their education functions.

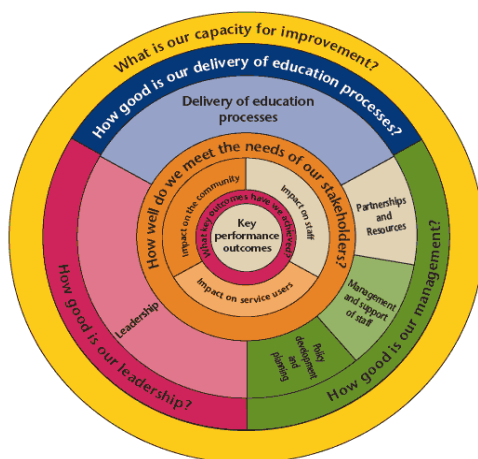
Self evaluation at school and authority level is crucial as a driver of continuous improvement, and as such, this year's Standards and Quality Report for Education Services in Inverclyde fully reflects the self evaluation process that has become embedded in the planning and delivery of our services to children and adults across the community.

Local Authorities in general, and Education Services specifically, are challenged to achieve very high standards, by focussing on the impact and outcomes of investment made, service delivered or intervention undertaken on behalf of children, young people, their families, adult learners and communities. We aim to continually improve our levels of performance, and to be able to assess the effectiveness of Education Services within Inverclyde.

This Standards and Quality Report outlines a sample of the activities, developments, improvements and successes within the Service in 2009-10, as well as outlining evaluations and assessments of these combined efforts during the year. The structure of the Report follows the themes of the 6 High Level Questions that are the basis of evaluation within HMIE's framework, that are used to demonstrate the quality of the educational experiences that occur within our learning communities.

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

The 2009-10 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 2009 to June 2010. 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.





## INTRODUCTION

### **A message from Albert Henderson, Corporate Director Education & Communities**

No-one is unaffected or unmoved by the difficult economic conditions that the country faces at this time. We are all becoming increasingly aware of the challenges that face us as individuals, families, organisations and communities as we try to achieve as much, if not more than in previous years, but often with much reduced resources.

I appreciate the difficult challenge in Education at this time as support staff, teachers, Early Years providers, partner agencies and parents continue, single-mindedly and with utmost commitment, to provide Inverclyde's children and young people with the best possible experiences and outcomes, enabling them to achieve the best that they possibly can. We continue to prepare our young people to be as flexible, adaptable and resilient as possible to the ever-changing job markets, technologies and also the economic environment that they will encounter as they progress into adulthood.

2009-10 has been the threshold year for Curriculum for Excellence; so much will change in the coming years in terms of the learning experience and environment, as we yet further develop self confidence, creativity, independence in learning and the skills of working with others. In truth, however, our staff, pupils, parents and partners have been preparing diligently and thoroughly for this change to the Scottish educational landscape for some time. I take this opportunity to acknowledge and express my appreciation of the work that has been done and which continues daily to implement this national vision locally.

Our Standards and Quality Report documents much of this groundwork: providing examples of the excellent learning and teaching that goes on in our classrooms (and elsewhere), outlining good practice in parental involvement and in managing effective transitions for children and young people at key stages of change. The Report also outlines some of the main achievements throughout Session 2009-10, as well as the outcomes of the external evaluations and inspections that routinely occur within our establishments.

Most importantly, however, the Standards and Quality Report also clearly deals with the 6<sup>th</sup> of the High Level self evaluation questions - ***What is our Capacity for Improvement?*** It is important that we celebrate the successes of the 2009-10 session, but also that we take this opportunity as a service, to identify our key areas for improvement and to outline the plan to progress our aspirations and goals for the coming year.

I look forward to working with colleagues to build on our considerable successes and bring these plans that we have for our children and young people to fruition.

## Section 1: What Key Outcomes Have We Achieved?

The following updates on achievements reflect the wealth of service provision and development that has taken place within Education Services in 2009/10.

### Corporate Plan Strategic Outcome 1: Educated, Informed, Responsible Citizens

#### 2009 Key Priorities & Achievements

##### ***Remove barriers to learning and improve the outcomes for our most vulnerable children and young people through effective integrated children's services***

- Support provided to schools in implementing the Literacy Consultation Collaborative Assessment of Dyslexia. Representatives from Inverclyde were asked to present the model at the LTS National Conference in June 2010
- Mellow Parenting groups continue to support some of the most vulnerable parents in Inverclyde. Evaluations show a consistently high level of satisfaction with the provision which is highly valued by participants
- Launch of "Activity Agreements" and "16+ Learning Choices" which are additional initiatives aimed at supporting young people within the senior phase of Curriculum for Excellence and through their post school transitions
- Draft policy has been produced for transition arrangements between Primary 7 and Secondary School – *supporting* Curriculum for Excellence
- Development of the after school inclusion club for all children with Additional Support Needs from 1 to 3 sessions

##### ***Integrate the GLOW Programme into schools***

- Training of all School Staff in the use of Glow Mail. The migration was achieved within a very tight timeframe

##### ***Promote Social Inclusion and Equalities agenda especially by removing barriers to learning***

- Further development of the role of Nurture Classes and commencement of work towards "Nurturing Schools", including an audit of provision for children with an autism spectrum disorder, in line with recommendations set out in Scottish Government publications
- Evaluation of Nurture Groups Initiative completed. Linked to work of Prof. Peter Farrell of Manchester University. The results indicate the positive impact of nurture groups in promoting social inclusion
- Establishment of Equalities Champions Focus Group within the Authority
- 9 Primary Schools now have the Dyslexia Friendly Schools Award, and 3 further primary schools are currently undergoing accreditation
- 18 schools have Irlen Trained Screeners and in total, there are 23 trained screeners within our schools
- Development of a framework of inclusive practice for children with Downs Syndrome who wish to access mainstream education, which includes providing training for staff and parents to develop knowledge about Downs Syndrome
- With support from CLD Adult Learning and Literacies team, adults achieved 340 SQA qualifications in communication, numeracy, ICT, working with others and problem solving.)



## 2009 Key Priorities & Achievements

### ***Continue to improve attainment and achievement***

- Inverclyde retained position as 6th highest rate of positive destinations for school leavers out of Scotland's 32 Local Authorities in the December 2009 National School Leaver Destination Results statistics
- PIPS Standardised Testing has been further developed to include P1, 3 and 5 pupils. Staff in all primary schools have been trained in interpreting the data provided by PIPS to best support children as they attain and achieve

### ***Deliver better vocational learning opportunities for pupils through partnership working with colleges, local employers and others***

- This year's Recruit Programme resulted in 5 young people progressing into employment (including the post of Assistant Sports Development Officer within Education & Communities) and raising over £7,000 for charity
- 19 Young Engineers Clubs have been established in Inverclyde's schools
- All schools continued to be committed to developing Skills for Life and Work across the curriculum. Vocational Education, delivered in partnership with James Watt College, provided a wider curriculum enabling pupils to access Skills for Work courses

### ***Improve early years provision and early years entitlement***

- Development of Early Years "Enterprise in Education" programmes
- Development of policy entitled "Moving from Early Years to Primary 1" – facilitating transitions (underpinning Curriculum for Excellence)
- Electronic Admissions system for all establishments, including specialist and partner establishments
- 2 new Pre 5 Establishments have recently been opened. (Blairmore and Aileymill Pre 5 Centres). These stand alone facilities are located within the newly developed primary schools (see below)
- New Out of School Care provision for children with Additional Support Needs, and enhanced "wraparound" provision for 0-5 year olds
- Agreement secured to develop a new centre for early Years Provision in Gourrock

### ***Continue to develop the Schools Estate***

- Two new Primary Schools were opened in 2009-10: Aileymill Primary School in the South West of Greenock, and All Saints Primary School in the East End
- 7 additional primary schools received funding during 2009-10 for refurbishment works

## Corporate Plan Strategic Outcome 2: Healthy, Caring Communities

### 2009 Key Priorities & Achievements

#### ***Develop health with an emphasis on mental health in schools***

- All Primary, Secondary and Special schools in Inverclyde have now achieved Health Promoting Schools status
- Seasons for Growth training continues for staff in schools. The Seasons for Growth Programme helps children to deal with bereavement and other traumatic changes in their lives. 118 Seasons for Growth companions trained to date. DVD produced capturing the positive reflections of young people involved in Seasons for Growth locally. This DVD will be used in national training
- Successful delivery of training to multi-agency groups in Applied Suicide Intervention Training (ASIST) a suicide first aid skills training
- Creation of Partnership based Rugby Club Development with staffing and £30,000 investment into rugby in Inverclyde and focus on the pathways from School to Club has resulted in 97 children joining local sports clubs

#### ***Support schools and parent councils with the implementation of Inverclyde's Parental Involvement Strategy.***

- Support and training for Parent Council members has taken place regularly throughout the year
- Senior Management within Education met with representatives of all Inverclyde Parent Councils quarterly
- Psychological Service has continued to deliver Mellow Parenting programme with partners in Health and Social Work as part of the Authority's response to supporting parents of vulnerable children
- Biannual meetings of Parent Council Cluster Groups. These informal groups offer parents the opportunity to meet together to share experiences and examples of good practice in parental involvement
- Staff and parents in amalgamating schools have been supported through staff CPD training and joint parent / staff parental involvement events

## Corporate Plan Strategic Outcome 3: Safe, Sustainable Communities

### 2009 Key Priorities & Achievements

#### ***Develop the Green Charter in Schools***

- Inverclyde now has 9 "Green Flag" Eco Schools
- 261 pupils from 7 schools attended an Eco Day at Glasgow Science Centre to further their understanding of environmental and science topics

**Corporate Plan Strategic Outcome 5: A Modern, Innovative Organisation**

**2009 Key Priorities & Achievements**

***Provide leadership development opportunities for all staff which link to professional review and development process***

- Project for Participative Schools: Successful phase 2 of this initiative involving visits to Malawi partner schools to deliver training modules
- Additional INSET day to support Curriculum for Excellence has taken place
- 2 teachers have successfully achieved the SQH qualification and 4 became Chartered Teachers
- CPD opportunities for teachers in key sports. Targeting of NQT's in August has provided more volunteers

***Support schools and early years establishments with the implementation of Curriculum for Excellence (CfE) through an ongoing focus on learning and teaching***

- Training on promoting challenge and on *Rich Task and Co-operative Learning* approaches as part of work on CfE methodologies
- Staff across all sectors have worked together to plan for the numeracy and mathematics experiences and outcomes within CfE
- Extensive Novel study work with Inverkip primary – successful exercise that has now been written up as planner for Level 2 CfE novel studies. Will be produced and distributed to establishments to benefit from good practice within the authority
- Production of learning / teaching materials in support of Literacy and Numeracy within the context of CfE via overarching Literacy Framework and establishment of Working Group to support developments
- Delivered 10 major creative projects in schools, embracing the capacities and ethos of a Curriculum for Excellence. The projects included an opera about James Watt, a slavery tour of Inverclyde and a celebration of Gourock's unique outdoor pool
- The Scottish Government has provided funding for 2 experienced teachers to be released from school to support the implementation of Curriculum for Excellence across the authority
- A series of newsletters have been regularly produced for classroom practitioners relating to CfE developments

**Additional Achievements in Education – not included in our Directorate Plan for 2009-10**

<b>Revision of Inverclyde Council's School Placing Request Policy</b>	This policy revision has provided clarity and transparency for communication with parents regarding choices available to them in relation to their children's education, as the makeup of our schools changes over the coming years
<b>Skills for Life and Work</b>	Enterprising Inverclyde Showcase - Every school celebrating success – over 1200 visitors to the event Over 180 staff participating in various enterprise CPD activities
<b>Community Learning &amp; Development</b>	The Wider Opportunities for Older People in Inverclyde (WOOPI!) initiative has successfully delivered a range of projects benefitting the health and well-being of Inverclyde's 60+ population and promoting inter-generational activity. At a Duke of Edinburgh Award Scotland ceremony on January 18, 161 young people achieved bronze awards and 84 young people achieved silver awards. Work to develop Inverclyde Youth Council came to fruition after elections in March. Representatives selected to ensure that the voice of young people is heard in the design and delivery of services and that issues raised by young people are addressed
<b>Music Development</b>	Former Ravenscraig Primary Choir won the Mod in the 13 yrs and under 2-Part Harmony Class Inverclyde Concert band won a Platinum Award (highest in competition) in the Scottish heats of the National Concert Band Finals and went on to represent Inverclyde and Scotland in Birmingham The Concert Band also won a Gold Award at the Scottish Wind Band Festival Inverclyde Brass Band won a Silver Award in the Scottish Youth Brass Band Championships £3,500 raised for Ardgowan Hospice by hosting Music Service Concerts as part of the Year of Homecoming



# Key Performance Outcomes

## Key Performance Facts

- Attendance levels across combined sectors have remained steady over the past 4 years at around 93%. At Secondary, we have seen an improvement in Attendance % in 2009-10 of almost 5% at 93.5% from 88.8% in 2008-09, with a dip in the Special Schools (90.7% from 94.7%) and a very slight increase at Primary (94.5% from 95%)
- Inverclyde retained position as 6th highest rate of positive destinations for school leavers out of Scotland's 32 Local Authorities in the December 2009 National School Leaver Destination Results statistics
- With support from CLD Adult Learning and Literacies team, Inverclyde adults achieved 340 SQA qualifications in communication, numeracy, ICT, working with others and problem solving
- In 2008-09, 56% of Inverclyde's Looked After, and Looked After & Accommodated Young People achieved at least 5 Standard Grades. This year, 100% achieved 5 Standard Grades, with 90% achieving qualifications in English and Maths
- Successful awards within establishments
  - 9 schools achieved Dyslexia Friendly Schools Award
  - All Inverclyde Schools now have Health Promoting Schools Status
  - 9 schools have Green Flag Eco School Status



## Curriculum for Excellence

Curriculum for Excellence has been a key priority for the service, as well as all of our schools and Early Years establishments this session. This priority will continue to be reflected in all establishment Improvement Plans for session 2010/11.

The progress and achievements made in the area throughout 2009-10: the changes to educational processes, developments in the leadership and management of our schools, and the capacity for improvement through the opportunities afforded to us by Curriculum for Excellence are noted throughout this report. Developments and outcomes in Curriculum for Excellence also relate to stakeholders in the education process:

- Communication with parents and carers as partners in their child's education
- Preparation and training for teaching staff who will be implementing the new Curriculum
- Support and challenge for pupils as they develop more independence in their learning experiences

- Information and involvement as we bring skills in the classroom closer to skills for life and work, and focus more closely on citizenship and responsibility within the context of community

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 those which take place outwith the school environment. Pupil achievements are photographed and displayed throughout the school and recorded in our weekly newsletter. We believe it is important to provide pupils with opportunities to develop their skills and talents to allow them to realise their full potential and develop interests and hobbies **Wemyss Bay Primary School**

Assessment is for Learning strategies have been reinforced across the Playroom **Aileymill Nursery**

We had an exchange visit from children from Lilybank School and the children were able to develop their knowledge and understanding about their wider community and develop their citizenship skills **Newark Nursery**

All classes now have an understanding of Children's Rights and the responsibilities that go with those rights. Rights and School Values are regularly used in discussions **Newark Primary**

All S1/2 pupils participated in the cross cutting theme of Homecoming and some subjects were involved in inter-disciplinary learning **Greenock Academy**

### Literacy Across the Curriculum

In June 2010, a successful Literacy Showcase event took place in the Greenock Town Hall. This event provided an opportunity for schools and Early Years establishments and for partners such as CLD, Psychological Service, and school librarians to showcase their literacy developments. This event enabled the sharing of effective practice and an opportunity for professional dialogue.

- Each establishment which was showcased provided materials for participators to take away to further promote literacy developments after the event
- All sectors were represented at the event – Early Years, Primary, Secondary, and Special
- Feedback on the event from those in attendance and senior managers in education was very positive





## Improvement in Performance

### 5-14 National Assessment

- Over the last three years, there has been a decrease in 5-14 national assessment results for Writing with 77% of primary school pupils and 61% of secondary school pupils reaching the national defined minimum competence level for this curricular area during session 2009-10
- Over the same period, there have been steady 5-14 national assessment results for Reading in the primary sector with an inconsistent trend in the secondary sector. During session 2009-10, 86% of primary school pupils and 76% of secondary school pupils reached the national defined minimum competence level for Reading.
- Over the last three years, there has been a decrease in 5-14 national assessment results for Mathematics in the primary sector. 2007-08 saw a stronger performance in this measure, with over 87% of pupils reaching the minimum defined competence, however this has dropped 1% annually since then. At Secondary, there has been a 7% decrease in attainment between 2008-09 and 2009-10.
- Our primary pupils have out-performed comparator authorities in Reading in each of the past 5 years, but are very slightly below comparator average in both Writing and Mathematics. For writing, this is the first time in 5 years that we have gone below the average (by less than 1%). In Mathematics, the difference is also less than 1% and Inverclyde schools have performed better than the comparators in the previous 2 years.
- At Secondary, we exceed the Comparator Authorities' average in both Reading and Writing – and this has been our consistent position since 2003. In Mathematics for 2009-10, we are almost 5% below the comparator average. This is the first time in 3 years that we have been below this average.

2009/10 is the final year in which the 5-14 Curriculum will be delivered in our Primary and Early Secondary stages. The new session, 2010/11 marks the official commencement of Curriculum for Excellence. We continue to use all information, evaluation (and self evaluation) tools and the skills and expertise of the professionals within Education Services to work towards continuous improvements in the performances of our pupils, schools and the Service in its widest sense.

- Analysis of attainment data at both school and authority levels
- Using benchmarking methods, wherever possible, to compare attainment across schools and other authorities
- External evaluation of Education Services and schools by Her Majesty's Inspectorate of Education (HMIe)
- Evidence from School Review visits and Quality Visits
- Ongoing monitoring of School Improvement Plans
- National and local showcases promoting good practice in attainment and achievement

### [Earnhill Primary School - HMIe Report \(Sept 2009\)](#)

In recent years the school has made excellent progress in improving the quality of all children's attainment and achievement. Now most children achieve, or exceed, appropriate national levels in English language and mathematics for their stage.

## SQA Performance 2009-10

### S4

- Overall attainment in S4 was very satisfactory, with a slight rise from last year of 1%. 95.8% of Inverclyde pupils achieved at least 5 Standard Grade passes, which is the highest figure for 7 years
- Percentage of pupils gaining Standard Grades in both English & Maths fell from 2008-09 by just over 1%. The result is still in line with the trend of the previous 7 years
- The percentage of pupils gaining 5 or more General passes increased by 1.6% in 2009-10. At 81.1%, is the highest figure of the last 7 years
- The percentage of pupils attaining 5 or more Credit passes at Standard Grade has gone down by over 2% to 34.3%. Over the past 7 years, the range for this measure has been between 33-36%. So, although there has been no improvement, the 2009-10 level is mid-range for the 7 year period

### S5

- The percentage of pupils attaining 1 or more Higher has risen 2% to 41.8% and 3 or more Highers has gone up by 1% to 23.1% (this measure has not reached the 2008 high, but in 2004 this figure was 19%, so there is a steady and gradual improvement overall)
- 5+ Higher is down 2% to 7.7%. This figure has fluctuated widely over the 7 years, and this figure is exactly the same as 2004: 2004 and 2010 are the lowest figures – it has been 3 or 4% higher in other years
- Although the figure for 5+ Highers has fallen slightly, the other measures have risen. Nearly half of S5 pupils (48%) in Inverclyde have achieved Credit level qualifications, 40% of them achieve at least one Higher, and that nearly a quarter of them attain 3 or more Highers

### S6

- Percentage of pupils achieving 1+ Higher by S6 shows an encouraging trend. A further 38.6% of pupils achieved 1 or more Highers in S6. This is higher than any of the previous 7 years
- This has also been the best of the past 7 years for pupils attaining 3 or more Highers by the end of S6. 15.7% is an increase of over 1% from the previous year
- There has been a rise in achievement for pupils gaining Advanced Higher qualifications. All schools saw improvements in this measure. Over 12% of all Inverclyde pupils achieve at least 1 Advanced Higher

Attainment graphs supporting this information can be found in Appendix 1 of the Report.

## Fulfilment of Statutory Duties

Legislative provision is also made for Additional Support Needs for young people as and when required. The provision of Additional Support is as individual as the needs of the young person looking for support. This provision is an important aspect of the service as it facilitates the equality of access to educational opportunities that is embedded in the ethos of the Directorate. Psychological Services bring considerable expertise and resource to meeting the needs of young people in the context of Additional Support for Learning.



## Section 2: How well do we meet the needs of our Stakeholders?

### Impact on Service Users

#### Impact on Learners

Education Services exist to provide, regulate and support learning across Inverclyde. The Council is at the forefront of educational provision from Early Years, through Primary, into Secondary, and takes responsibility for transitions across the learning sectors.

Inverclyde currently has 11 Local Authority Early Years Establishments, 22 Primary Schools, 7 Secondary Schools and 4 Special Schools or Facilities. There are also a number of specialist support units operating within mainstream establishments for language and behavioural support needs.

The authority also develops and facilitates a considerable level of adult learning through Community Learning & Development, opportunities available within Inverclyde's libraries and other local provision.

#### Gourock High School (School Review – May 2010)

The school is moving forward with Curriculum for Excellence and there is evidence of very good practice taking place across departments, particularly in the area of Interdisciplinary working through the Education Sans Frontieres project. Literacy, Numeracy, and Health and Well-being have been a priority in this session's Improvement Plan, and very good progress has been made in these areas through the effective work of Literacy and Numeracy working groups.

#### Curriculum for Excellence

Establishments are currently working towards the implementation of Curriculum for Excellence. This national policy aims to transform Scottish education by providing a coherent, flexible and enriched curriculum from ages 3 – 18.

#### Winners of the Inverclyde Euroquiz for P6 pupils and participation in the Scottish Finals at Holyrood St. John's Primary School

Academic attainment continues to be an important measure within our schools, however Curriculum for Excellence provides opportunities for wider achievements (including those external to school) to be recognised and celebrated also. Greater flexibility within curricular provision and particular emphasis on enabling children and young people to make effective transitions from Pre-5 to Primary, Primary to Secondary, and at the point where they choose to leave school, should result in more positive learning experiences for more of our children.

#### St Kenneth's Primary School (Nov 2009)

Children are highly motivated by a wide range of active learning experiences. Through the school's continuing work as a Rights Respecting School children have gained a greater understanding of their own rights and associated responsibilities. They can empathise with others in less fortunate circumstances and feel empowered to influence improvements in their own community.

#### St John's Primary School (September 2009)

The headteacher, staff and children of St John's Primary School share the same goal to continue to improve the work of the school. The headteacher has been in post for nearly three years. Over this time he has made notable improvements to tracking children's

attainment, reviewing the curriculum and sharing leadership for learning. These initiatives have impacted positively on children's learning experiences.

The Children celebrated St Andrews Day and our Scottish Culture by participating in activities which reflect Scotland. Hearing Scottish stories and learning Highland dancing which was a favourite with both boys and girls. **Wellpark Children's Centre**

- The Young Engineers' Club, led by Mr Stewart, our Technical Department Technician, won the national 'Club of the Year' 2010, out of 240 entries.
- Five football teams competed in SSFA leagues and competitions. The U15s, coached by Mr Johnstone, were runners-up in their league.
- In the Inverclyde District Athletics Championships, the Inverclyde Academy team won 32 medals.  
**Inverclyde Academy**



Also this year we again have two students involved in the Auschwitz Project – Two S6 students - Caitlin McArthur and Hannah Gault will travel to Auschwitz in Poland with students from across Scotland and then share their experiences with our younger students through a series of presentations. **Notre Dame High School**

#### St Stephen's High School (May 2010)

Across the school almost all young people are courteous, friendly and positive about learning. Almost all feel that the school helps them to become more confident. Young people are increasingly aware of their strengths as learners and areas they need to improve on.

#### St Columba's High School (Feb 2010)

Young people are successfully developing their confidence and skills for life through a very wide range of enterprise, cultural, musical and sporting activities. The school monitors their achievements carefully and staff are beginning to use this information to plan activities to take more account of young people's needs. A significant number of young people from S3 to S5 are gaining confidence and developing communication skills and teamwork through gaining bronze, silver and gold Award Scheme Development and Accreditation Network (ASDAN) awards and taking part in the Duke of Edinburgh's Award Scheme

#### More Choices, More Chances

As outlined in Building *the Curriculum 3: A framework for learning and teaching*, every young person between 16 – 18 years of age is entitled to support in moving into a positive and sustained destination. For many of our young people this means staying on at school, but for others, the 16+ Learning Choices national development has provided "more choices and more chances" to all young people at the stage of post-school transition.

Inverclyde has been a successful early implementer of the national 16+ Learning Choices initiative which guarantees an offer of a place in post-16 learning for every young person approaching their statutory school leaving age.

The More Choices, More Chances (MCMC) developments, therefore also link in to transition arrangements and provision of support within the context of Curriculum for Excellence for our young people in the Senior Phase of the curriculum.

## Impact on Parents / Carers and Families

Individual Parent Councils were supported individually in a variety of ways depending on need. Parent Council Representative Meetings took place quarterly and were a mixture of business and development work.

### Sacred Heart Primary School (June 2010)

The acting headteacher is supported ably by a skilled acting depute headteacher whose responsibilities include ensuring children's learning needs are met. The staff team are enthusiastic, skilled practitioners. Alongside the management team, they lead and support learning successfully. They continually seek new approaches which make a difference to children's lives.

### CPD and Training

Schools and Parent Councils continued to be supported with the implementation of the Scottish Schools (Parental Involvement) Act 2006.

6 training events were provided for parents and Parent Councils during the year:

- Solution Oriented Meetings
- Internet Safety
- Holding Cooperative Meetings
- Heartstart
- Recruitment & Selection Procedures
- The New National Qualifications

Parents also attended an inter-authority session on Cooperative Learning alongside teaching staff from Inverclyde and Renfrewshire Council schools.

CPD was provided for staff of amalgamating schools on Parental Partnership.

Parents and staff of these schools came together at evening sessions where the policies for Parental Partnership were developed.

The nursery moved to new premises in Feb 2010. Prior to the move, parents were actively involved in discussions. Meetings were held in the nursery and a Parental Partnership Night was held in the waterfront Complex. **Blairmore Nursery**

### GLOW / ICT

GLOW is an on-line ICT network for Education in Scotland. It is transforming the way the curriculum is delivered in Scotland. It breaks down geographical and social barriers and provides tools for learners, teachers and parents.

Inverkip Primary School and Highlander's Academy will launch a pilot 'Parents on Glow' in September 2010. Explanatory leaflets and training are in place to support this.

A dedicated e-mail address for Parent Councils has allowed contact to be made easily and for questions and concerns to be readily addressed.

Play sessions were delivered on a 1 to 1 basis for parents of children who attended the Centre. **Early Years Language Centre at Blairmore**

### Cluster Meetings

In this session 2009-10, Parent Council Cluster Groups were further developed. These groups comprise parent representatives from all Primary Schools which share an association with a particular Secondary School, and also include the Secondary School. Parents were able to meet together to share their views on a number of issues relating to Education in

Inverclyde and gathered information on Reporting to Parents under the new context of Curriculum for Excellence. This information will influence the authority strategy.

#### Bluebird Family Centre (August 2009)

Staff have very close relationships with families in the centre and offer a range of placements to suit their needs. Parents are very pleased with the sensitive support and guidance they receive from all staff in the centre. They feel they can speak openly to staff about all of their concerns and their child's progress. Parents like the photograph books, detailing children's experiences, and appreciate the helpful guidance about how to help their child at home. The management team and staff have formed effective links with a significant number of outside professionals to support children's learning, care and welfare.

#### Strategic Development – Parental Involvement

- Parents were part of the group formulating the authority's Literacy Strategy
- Development of Parent Partnerships is within each school's Improvement Plan

Individual schools and establishments continue to develop and foster good relationships with their parent bodies.

Parents have been able to decide on the targets in their child's IEP / CSP rather than amending draft targets prepared by the class teacher or CSP co-ordinator **Lilybank School**

Every family has been given a copy of the school's 'Green Charter' to help positive involvement from home. **Gourock Primary School**

Nursery staff are very open, friendly, caring and very supportive **Quote from Kilmacolm Nursery Class Parent**

All pupils and parents are offered one interview per session with the Principal Teacher Guidance, usually at transition points, e.g. when settling in to S1, or choosing subjects to study for Standard Grade **Inverclyde Academy**

## Impact on Staff

### Curriculum for Excellence

To support classroom practitioners with the implementation of Curriculum for Excellence the CfE Steering Group has produced a series of Newsletters for all Inverclyde teachers and early years practitioners. Additional In-Service & CPD sessions have also been delivered in preparation for the formal launch of Curriculum for Excellence.

### Self Evaluation

This continues to be an effective element of our framework for continuous improvement within the authority, and we have been able to identify and share a lot of excellent practice and resources, based on what is already happening within our schools.

### St Stephen's High School (May 2010)

The headteacher is developing the skills of all staff in analysing attainment information which is leading to more focused developments within departments. Senior staff release teachers to visit each other's classes and to learn from one another. The growing culture of self-evaluation is helping staff to share good practice in learning, teaching and improving young people's performance. This is enhancing the school's standing in the community.

### Gibshill Children's Centre (January 2010)

Staff work effectively together and are working hard to take forward identified areas for improvement. They feel very well supported by the education authority and have benefited from a wide range of staff training which has led to improvement. Staff take responsibility for contributing to aspects of nursery development. They are increasingly sharing good practice with each other. They are skilled in self-evaluation and use it to drive forward all of the improvements in the centre.

# Impact on the Community

## Impact on the Local / Wider Community

Through Curriculum for Excellence, children are encouraged to become:

- Successful Learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

This has an immediate impact on the community of Inverclyde, as well as being part of the recipe for a net gain to the community of Inverclyde as our young people become more independent and involved in the life and business of the area.

The immediate impact is about the greater connection we now make between the “classroom” and the wider world.

This is often about young people being of service to the wider community, entertaining local senior citizens, fundraising for local charities or engaging with local projects.

It is also about the development of practical skills promoting responsible citizenship – the development of community gardens, participation in neighbourhood clear up campaigns.

### Gibshill Children's day Centre (January 2010)

The local community is fully involved in the life and work of the centre. Staff make parents very welcome and provide many opportunities for them to be involved. Parents are very happy with the nursery and reassured by the quality of relationships that staff have with them and their children. The centre works very well with others to support children's care and learning.

The classroom also comes closer to the outside world when “the community” become partners in learning. So many of our schools and nurseries now have regular visitors from Community Police, Strathclyde Fire & Rescue, other professionals and artisans who have information or advice to impart, or skills and ideas to share. In all cases, relationships are built and community is developed.

Partnerships and the development of community are important for the development and progression of young people – particularly as they leave school and make positive transitions into work and further study.

### Curriculum for Excellence

Inverclyde's Curriculum for Excellence Development Officers recently shared the key messages associated with Curriculum for Excellence, and the progress being made across Inverclyde establishments, with MCMC partners including Skills Development Scotland, Job Centre Plus, and Get Ready for Work providers.

It is partners such as these organisations that will be vital in supporting schools as they support young people in securing and sustaining opportunities. Working together now means that external agencies and providers are fully informed, aware and on-board with Curriculum for Excellence, enabling them to play their part in promoting and facilitating lifelong learning post-school.





A very successful St. Andrew's Day celebration developed children's awareness of their Scottish culture and heritage. This celebration was enhanced by a local piper and the Inverclyde Folk Group who performed a selection of Scottish songs. **St Francis' Primary School**



We believe that it is of the utmost importance for the school to play an active part in the life of the local community. Involvement with the community enhances the quality of teaching, learning, attainment and progress. It is vital that we reach out to the community in order to help all our pupils develop into responsible citizens. We have entertained local senior citizens; regularly invite people from the local community to our school events. We participate in local and regional music and sporting events, and encourage community involvement in our Eco and Health Committees **Ardgowan Primary School**

S6 charities committee raised over £6,800 through a number of activities and events during the year. Funds were distributed to a number of very worthy causes **Gourock High School**

## Section 3: How good is our Delivery of Educational Processes?

### Delivering Education Services

#### Co-operative Learning

Co-operative Learning builds on Education Services' Learning and Teaching Policy, and equips teachers with teaching skills that will ensure a learning environment that promotes and supports children and young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

A successful pilot programme of training for teachers in the techniques and strategies of Co-operative Learning took place this session in partnership with Renfrewshire Council.

- Co-operative Learning Academies were put in place and these were fully evaluated
- CPD coordinators and Heads of establishments also provided valuable feedback on the use and benefits of co-operative learning methods
- Classroom visits were subsequently undertaken by members of the Quality Improvement team during School Reviews and/or Quality Visits relating to the implementation of co-operative learning methods

There are now more opportunities for children to engage in active and collaborative learning activities. The use of "shoulder partners", trios and small groups is more prevalent in learning activities across the curriculum. This has resulted in children becoming less dependent on teacher direction and gaining more confidence in taking responsibility for their learning **St Ninian's PS**

Staff are providing more opportunities for collaborative learning in pairs, threes and groups. **St Joseph's Primary School**





## Curriculum for Excellence

A Working Group was established across the authority looking at the development of the Curriculum in relation to Literacy, Numeracy and Health & Wellbeing

- Within CfE, all classroom practitioners have a responsibility for the development of literacy and numeracy skills, and for the health and well-being of children and young people. This session, authority working groups have been set up for each of these key curricular areas tasked with producing guidance to support all classroom practitioners
- Three Inverclyde schools (Port Glasgow High School, Inverkip Primary School and King's Oak Primary School) are working with Learning and Teaching Scotland to develop assessment resources in literacy, numeracy and health and well-being for the National Assessment Resource to support the implementation of Curriculum for Excellence
- Following on from the Literacy Commission Report 'A Vision for Scotland', a working group has been established to produce a Literacy Strategy paper. The group consists of teaching staff from across sectors, representatives from CLD, LAC, Speech Therapy and the parent community. The draft strategy is currently in place and it is anticipated that the final paper was made available for circulation at the end of June 2010

Learners are making sound progress in their learning across the primary to Secondary Transition. There is improved coherence in pupil learning in literacy. Work on joint approaches with our associated primary schools will continue

### **St Columba's High School**

#### St Joseph's Primary School (School Review – June 2010)

The school reward system is well established. Achievement is regularly recognised through assemblies and the Praise Board. Pupils have the opportunity to gain certificates and merit awards. Each class negotiates and establishes classroom rules together. Good news is communicated to parents through letters and certificates. Effort is encouraged through classroom award systems. The achievements of pupils in the community are valued and celebrated in the school.

#### GLOW

Glow has been introduced to all of Inverclyde's primary and secondary schools over the past session. All school staff and pupils are now live on the system and using the range of learning and teaching tools available. The next priority is to establish Glow within Pre 5 establishments.

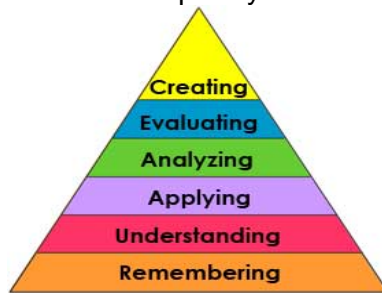
The GLOW mentor has worked with P7 pupils to create a newspaper "Highlander Highlights" LTS filmed the staff and pupils involved to share good practice

### **Highlanders Academy**



## Literacy Across the Curriculum – Bloom's Taxonomy

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity.



Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation.

We aim to develop literacy across the curriculum to meet the needs of our children and to ensure that a range of experiences provide challenge and pace **Bluebird Family Centre**

A number of initiatives have been developed as part of Literacy across the Curriculum in Inverclyde - using Bloom's Taxonomy - to encourage the maturation of higher order thinking and questioning with pupils in our schools.

- Sessions were held with Kilmacolm Nursery parents to introduce the idea of Bloom's questioning
- Follow on workshops were also held, allowing parents to write questions relating to classic tales at each of the 6 levels of Bloom's
- Production of 'Blooming Bloom's' – a series of questions for more than 20 books by Kilmacolm parents
- Questions were then used in nursery and at home and used as a basis for discussion
- This encouraged the Higher Order thinking of the children and allowed parents to become more involved in the processes and context of their child's learning
- Secondary Schools also used the Bloom's framework to structure questions across their subject departments
- NQTs also received a CPD input on Bloom's higher order questioning

Parents participated very positively and in good numbers to this initiative, and it became clear from the evaluations undertaken that the children enjoyed the new type of questions. They gave more extended answers to questions that required more thought.

Improve learners opportunities for choice by increasing involvement of learners in planning. The launch of our Tales from a Village demonstrated not only our animation skills, but how well our pupils engaged with the community and worked as a team. **Kilmacolm Primary School**

A number of other Local Authority areas have shown interest in the work that we have undertaken in this area. We also hosted lecturers from Stockholm University for a 4 day visit to see Bloom's Taxonomy in practice in Kilmacolm Primary and Nursery, as well as other establishments across the authority.

We have made good progress with the Vygotsky Approach\* to Literacy **Glenbrae Children's Centre**

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\* The Vygotskian perspective of literacy acquisition emphasises social interaction. Children build new concepts by interacting with others who either:

- provide feedback on their ideas – helping them to review the task at hand
- or directly help them to accomplish their task

Pupils are enjoying a wider range of teaching approaches including co operative learning which is giving them a greater sense of achievement and is building the confidence of all pupils. **Inverkip Primary School and Nursery Class**

Children's motivation has improved through appropriately challenging and engaging activities. **King's Oak Primary School and Nursery Class**

Health Week reflects a cohesive cross-curricular approach to our Health & Wellbeing programme. Moorfoot Primary School and Nursery Class

This year our pupils took part in a range of sporting and cultural activities. We were very successful in the Inverclyde Music Festival where our verse speakers in P6 took First Place, Primary 7, P3/2 and P1b were placed second. Scottish Country Dancers P7/6 took first place. P4/5 team took second place. Our Brass ensemble took first place. The majority of classes enjoyed participating in the Festival and many individual pupils also took part. **St Mary's Primary School**

## Inclusion, Equality and Fairness

The nursery provided ESOL Awareness Training for parents, supported by CLD's Adult Learning & Literacy Team. This was very successful and supported a number of parents in the community **Kelly Street Children's Centre**

### Literacy across the Curriculum

All schools now use the collaborative assessment approach and literacy consultation documentation when working with children and young people with Dyslexia. The materials and the methodology have been evaluated favourably throughout the authority.

Schools have been encouraged to work together in meeting the educational needs of children with Dyslexia, and cross school co-operation has been facilitated by the availability of twilight CPD sessions for staff. These have also worked well and feedback provided from participants has informed the development of further training for staff and support for pupils.

### St Gabriel's Primary School (School Review – May 2010)

The DHT has responsibility for ASN throughout the school. She has a very good knowledge of the remit and carries it out very effectively. Staff are provided with very good advice on strategies to meet the needs of individual children and they show a high level of awareness of children's needs. In consultation with the child, learning targets are displayed on their desks. Classroom visits confirmed the effective use of differentiation to meet learning needs.

The school is already meeting much of the criteria for the first level 'Rights Respecting Schools' Award and we are pleased with our progress. **St Gabriel's Primary School**

The Throughcare Programme is also available to all our young people, as part of the transition to adult and working life. This process is integral to the Leavers Programme and young people are introduced to their Throughcare Key Worker in the last term of their school career **Mearns Centre**

## Improving the Quality of Services and Establishments

### Working Group on Sustainable Development

A Working Group for Sustainable Development has been in place since session 2008/09. The remit of this group is to support schools with the environmental aspects of sustainable development which will provide many opportunities for pupil participation and decision-making.

One task is to support schools with the development of a Green Charter as part of a Council-wide initiative. Three 'enviro-pilot schools' (Rainbow Family Centre, Inverkip and Overton Primary Schools) have been identified to develop creative and imaginative ways to take forward sustainability and disseminate their good practice to other establishments.

The school achieved the Green Flag Award in recognition of our work in developing our school grounds, energy conservation, litter prevention and recycling. **St Michael's Primary School**

The attainment of the school's third ECO flag led to a range of activities, including participation in Walk to School Week and Rag Bag Week, and a week long focus on environmental issues throughout the school culminating in a special eco friendly lunch. **Lady Alice Primary School and Nursery Class**



### Working Group on S1-S3 Curriculum

A Working Group for the new S1-S3 Curriculum has also been in place since session 2008/09. The group membership comprises all secondary Head Teachers, Quality Improvement Manager and a Head of Service. This work of this group is focused on a new curriculum model for S1-S3 beginning with the S1 curriculum in August 2010.

Members of this S1-S3 Curriculum Working Group attended a seminar in Glasgow (March 2010) along with secondary Head Teacher colleagues from Renfrewshire and Glasgow Councils. The focus of the seminar was to provide an overview of the new National Qualifications and emerging curriculum planning ideas. During the event thinking was also focused around tracking and monitoring level 3 and 4 outcomes and experiences, and issues from Building the Curriculum 3 and 4 for senior management teams.

### National Assessment Resource

Three of our schools (Inverkip and King's Oak primary schools, and Port Glasgow High school) are contributing to the planned online National Assessment Resource (NAR) which will provide assessment exemplars relating to literacy, numeracy, and health and well-being.

## Section 4: How good is our Management?

### Policy Development and Planning

#### Policy Review and Development

##### Authority Policies

Two key authority policies have been produced which focus on improving outcomes for children and young people:

##### *Learning and Teaching Policy*

- The child is at the heart of the 3-18 curriculum and that means it is as much about *how* we teach as to *what* we teach. A revised Learning and Teaching Policy, entitled *Learning in Inverclyde*, was launched in December 2008 with a copy of the policy being given to every classroom practitioner in Inverclyde

##### *Transitions Policy*

- Curriculum for excellence is about creating a single, coherent, and seamless 3-18 curriculum where children will experience a smooth transition as they move from pre-5 to primary 1 and primary 7 to S1 and indeed as they progress on their journey through all stages of schooling. For 2009-10, a new policy entitled *Moving from early years to primary 1* has been in operation

##### Draft Policies

A further 2 policies have been produced this session and are currently in draft form:

- Another transitions policy entitled TRANSITIONS – Primary to Secondary has been produced that will support primary 7 pupils as they move to secondary school
- A policy entitled *Learning in Inverclyde – Professional Development and Learning* has been produced to support teachers with their Continuing Professional Development (CPD). CPD is a key process which ensures that all staff can develop their knowledge, improve their skills and enhance their confidence and motivation in order to impact positively on the learning experiences of children and young people. Plans are now underway to produce a similar policy for Early Years Education and Childcare Officers

#### Participation of Learners and Other Stakeholders

##### Generic Planning Group (Primary)

In January 2010, a draft Planning Policy was presented to a focus group of Head Teachers and the planning group members piloted potential planning formats. Following feedback from Head Teachers and group members, the policy is now in its final draft stages.

##### National Documentation

Every effort is made to keep Head Teachers, senior managers and classroom practitioners up-to-date with the key messages from national publications associated with the implementation of Curriculum for Excellence. This is done, for example, through presentations at Head Teachers' meetings, CfE newsletters and through the provision of workshop materials for use in school/early years' establishments.

Members of the Quality Improvement Team, and representatives from schools and early years establishments have attended national events which have been held to support the implementation of Curriculum for Excellence.



## Operational Planning

### Additional INSET Days

To date, 4 additional in-service days have been provided nationally to allow teachers and early years practitioners to plan for the implementation of Curriculum for Excellence. To support establishments, a series of workshop materials were provided for in-house use on the following topics:

- Key messages from Building the Curriculum 3: a framework for learning and teaching
- Key messages from Building the Curriculum 4: skills for learning, life and work
- Key messages from Building the Curriculum 5: a framework for assessment
- Assessment is for learning: Strategies and Techniques

Workshop materials have previously been issued to all establishments on Assessment: Strategic Vision and Principles.

## Management and Support of Staff

All Saints Primary opened its doors to pupils for the first time on 15<sup>th</sup> February 2010. Prior to our coming together, the pupils, staff and parents liaised effectively and shared joint events. The staff from the former schools – St Kenneth's and St Laurence's Primaries - transferred with the pupils to ensure that the process was as smooth as possible. Our pupils proudly wear their new uniforms which carry the words "Truth, Knowledge, Friendship". **All Saints Primary School**

### Curriculum for Excellence

The Scottish Government has provided funding this session for 2 teachers in Inverclyde as part of a national support programme for local authorities. This funding has enabled 2 experienced teachers to be released from school to support implementation of Curriculum for Excellence. An experienced primary classroom teacher from St Gabriel's Primary School has been seconded to support all early years and primary colleagues, and an experienced Depute Head Teacher from Inverclyde Academy has been seconded to support colleagues in the secondary sector.

### St Gabriel's Primary School (School Review – May 2010)

The school has a collegiate approach to improvement. All staff have opportunities to take on leadership roles and lead learning.

## Partnerships and Resources

### Gourock High School (School Review – May 2010)

There is very good pastoral support for all pupils from the Guidance Team. The Principal Teacher of Learning Support, the Home School Link Worker, and the Psychologist regularly attend meetings of the Guidance Team. There are very good transition arrangements in place for the new S1 cohort, and pupil support is enhanced through effective partnership working with the school's Home Link Worker and the Careers Adviser. Guidance staff expressed a willingness to further develop links with the Psychological Service.

The school has also been working with the Community Learning and Development team and have developed an outreach strategy to encourage parents to engage with the curriculum.  
**Overton Primary School and Nursery Class**

Science week in conjunction with Notre Dame High, James Watt College, Careers Scotland and parents – good scientific fun! **St Patrick's Primary School**

As well as our close relationship with Gourock High School, we work closely with both Ailemill and Sacred heart Primaries where some of our pupils attend mainstream classes to follow certain areas of the curriculum. We also have close ties with a number of other primary and high schools where deaf pupils are supported by our staff **Garvel Deaf Centre**

### St Kenneth's Primary School (Nov 2009)

The school works positively with the Parent Council, parents and the local parish.

### Sacred Heart Primary School (June 2010)

The work of the school with an extensive range of partners to support children's learning is exemplary. For example, children work closely with others from a school for the deaf. As a result of their shared commitment and enthusiasm, the school has made a significant and positive impact on the lives of children and families. Staff support children very well as they move from nursery into P1 and from P7 into St Columba's High School.

### Earnhill Primary School (Sept 2009)

The school works very well with a wide range of partners to provide positive and relevant learning experiences for children. The supportive parent partnership group works closely with the headteacher on key aspects of the work of the school.



## Section 5: How good is our Leadership?

### St Columba's High School (Feb 2010)

The headteacher has a clear vision for the school which is shared with his senior leaders, staff, young people and parents. He has established a culture of change which is driving school improvement and making a difference to the lives of young people. Principal teachers are working together well with staff and young people to create a learning community which is improving achievement, behaviour and attendance.

### Bluebird Family Centre (August 2009)

The head of centre and depute have been in post for less than two years. They work very closely together and are highly committed to enhancing all aspects of the centre. They have a very clear and realistic vision of what needs to be improved. They have successfully prioritised necessary improvements to the work of the centre.

## Developing People & Partnerships

### Curriculum for Excellence Steering Group

The implementation of Curriculum for Excellence is being driven locally by an authority Steering Group consisting of representatives from the Quality Improvement Team, CLD, Psychological Services and Head Teacher representatives from all sectors. Group membership was extended in March 2010 to include a representative from James Watt College. Plans are underway to widen the Steering Group membership for session 2010/11 to include a parent representative and classroom practitioners.

Teachers also continue to gain significant awards, update their qualifications and are successful in gaining promotions. Last year a teacher gained her post graduate cert in religious studies and another gained her cert in support for learning. In recent years one teacher achieved Chartered Teacher and several others gained the PG in support for learning at Cert or diploma levels. **Glenburn School**

A group of S4 pupils devised and led the "Connect Leadership Academy" for S1 pupils. They have been awarded the Princess Diana Certificate of Excellence in recognition of their work **PGHS / St Stephens (Schools of Ambition Programme)**

## Leadership of Change & Improvement

### St Joseph's Primary School (School Review – June 2010)

The senior management team are leading a review of the planning process and should continue to consider how planning, assessment and evaluation of learning and teaching will best provide support and challenge for all learners.

### Curriculum for Excellence - CPD

This session Curriculum for Excellence has been a focus of Head Teacher conferences and is now a standing item on the agenda of all Head Teachers' meetings.

As leaders of learning, a range of CPD activities, both national and local, has been ongoing this session for classroom practitioners. One of the big impact CPD events this session has been our inter-authority seminars with colleagues from Renfrewshire and West Dunbartonshire Councils in the form of follow-up seminars for secondary teachers. The focus of these seminars is to allow colleagues to share ideas, practice and resolve any issues relating to the outcomes and experiences, as well as looking at responsibilities for literacy, numeracy, and health and well-being.



Another big impact CPD event this session has been a very successful pilot programme of training for teachers in the techniques and strategies of Co-operative Learning. Co-operative Learning builds on our recently revised authority Learning and Teaching Policy, and will equip teachers with teaching skills that will ensure a learning environment that promotes and supports children and young people. Some of our Co-operative Learning training has been delivered in partnership with colleagues from Renfrewshire Council.



## Section 6: What is our Capacity for Improvement?

The main strategic challenges facing Inverclyde's Education Service in 2010-11 are:

- Continuing to promote attainment and achievement for Inverclyde's young people in our schools
- Working, in partnership with the School Estate's Team, to provide learning environments fit for the 21<sup>st</sup> Century for Inverclyde's school children
- Continuing to work towards the full implementation of Curriculum for Excellence across the 3 – 18 Age Group
- Continuing to work with Partners and other agencies to improve the educational attainment of Looked After children and young people
- To further develop school / college liaison activities and opportunities in partnership with James Watt College

### Curriculum for Excellence

- We are awaiting further national advice/guidance on the new National Qualifications, moderation arrangements, S3 pupil profile, recognising achievement, and reporting
- The authority Curriculum for Excellence Steering Group has recently audited the Curriculum for Excellence Implementation Strategy covering the period 2008/10 which was approved by the Education and Lifelong Learning members in January 2009. The results of this audit will inform an authority action plan for session 2010/11
- Plans are underway for a series of new authority working groups next session to take forward the priority areas from the above mentioned CfE action plan. These groups will be facilitated by members of the authority CfE Steering Group

To engage children in learning together with Aileymill Primary School children using Early Level Social Studies outcomes and experiences **Aileymill Nursery**

### Co-operative Learning

- To continue to support the delivery of training in the techniques and strategies of Co-operative Learning for all establishments

### Literacy across the Curriculum

- Collate a Good Practice in Literacy Booklet for all establishments
- Gather views of staff on event to inform similar future ventures
- Encourage other areas of CfE to stage their own showcase
- Extend the work done in Kilmacolm Nursery on Bloom's Taxonomy to P1 by involving P1 parents in writing questions for 'Read At Home' books

### Parental Involvement

- Continue to support individual schools and Parent Councils
- Continue to develop training as requested and required by Parent Councils
- Continue to develop inter-authority links through joint training
- Continue to support staff and parents through school amalgamations
- Continue to develop interest in cluster working across Parent Councils in order to share views and improve the capacity of Parent Councils to communicate with their Parent Forums and support change in schools
- Increase capacity for parents to be involved in working groups which drive policy and practice
- Support schools in sharing Curriculum for Excellence with parents

### More Choices, More Chances

- Supporting the relationship between school guidance staff and SDS Careers Advisers to build and improve this work, improved data sharing between SDS, Education Services and schools
- We are reviewing the MCMC 'Planual' to make this 'fit-for-purpose' for 2011 onwards,
- The development and launch of a senior phase Standard Circular with a guidance support pack, regular meetings with Deputes and PT's of Guidance, Scottish Government case study of SDS/LA/partners work

## Appendix 1 – Attainment Information

### 5-14

These charts 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.

2009-10 is the final year in which National 5-14 Assessments will be undertaken in Scottish Schools.

### SQA

These charts show the performance of Inverclyde's senior pupils in the Summer 2010 diet of SQA examinations. Performance is compared with the Scottish Average and also with Inverclyde's group of Comparator Authorities (Council areas with similar socio-economic characteristics to Inverclyde.)

Reporting of attainment is expressed as the number of qualifications gained at a particular level. The table below shows the levels and their corresponding courses.

<b>Scottish Credit &amp; Qualification Framework (SCQF)</b>		
<b>Level</b>	<b>Course Equivalent</b>	<b>National Qualification Course</b>
3	Standard Grade Foundation	Access 3
4	Standard Grade General	Intermediate 1
5	Standard Grade Credit	Intermediate 2
6	Higher	Higher
7	Advanced Higher	-

### Attainment and Gender

Inverclyde Council is fully committed to making sure that each child and young person achieves his or her potential. From nursery through to secondary school and into post-school destinations, staff work hard to ensure that both boys and girls are enabled to 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.

## Appendix 2 – School Inspections 2009/10

**During session 2009/10, 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):

Bluebird Family Centre	August 2009
St John's Primary School	September 2009
Gibshill Children's Centre	January 2010
St Columba's High School	February 2010
St Stephen's High School	May 2010
Sacred Heart Primary School	June 2010

The following schools had Follow-Through Reports published by Her Majesty's Inspectorate of Education (HMIE):

St Michael's Primary School	August 2009
Glenburn School	January 2010
Greenock Academy	March 2010
Overton Primary School	April 2010

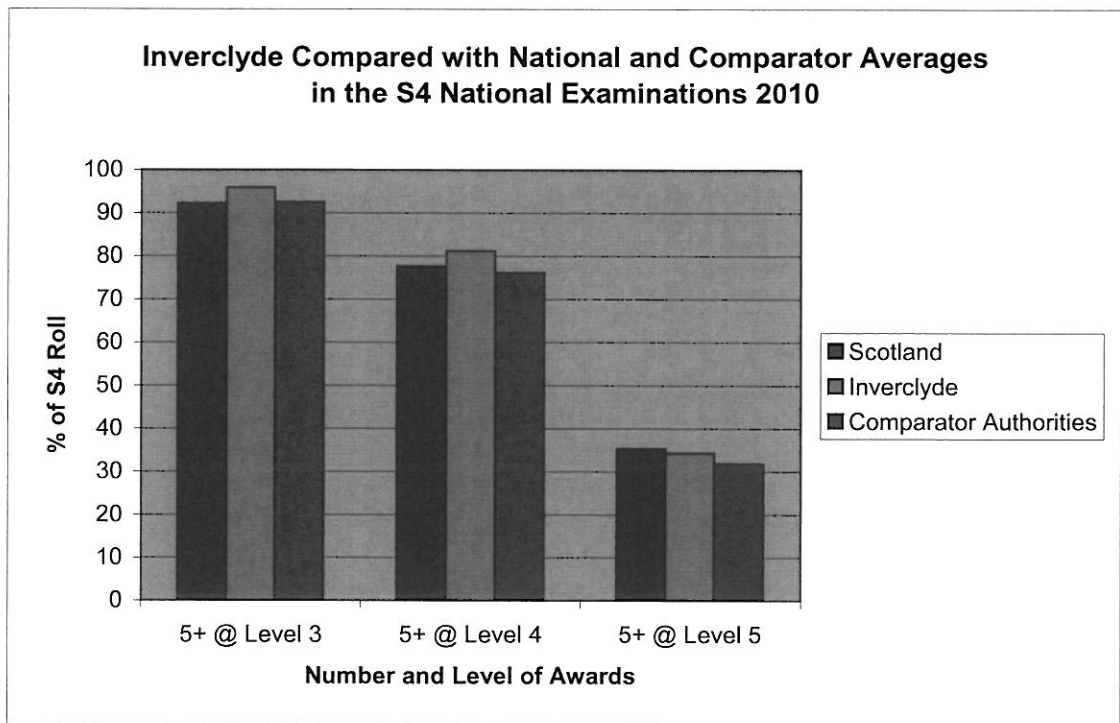
The following schools/early years establishments were involved in a School/Establishment Review visit undertaken by representatives from the Quality Improvement Team:

Garvel Deaf Centre	November 2009
St Stephen's High School	January 2010
St Gabriel's Primary School	May 2010
St Joseph's Primary School	June 2010

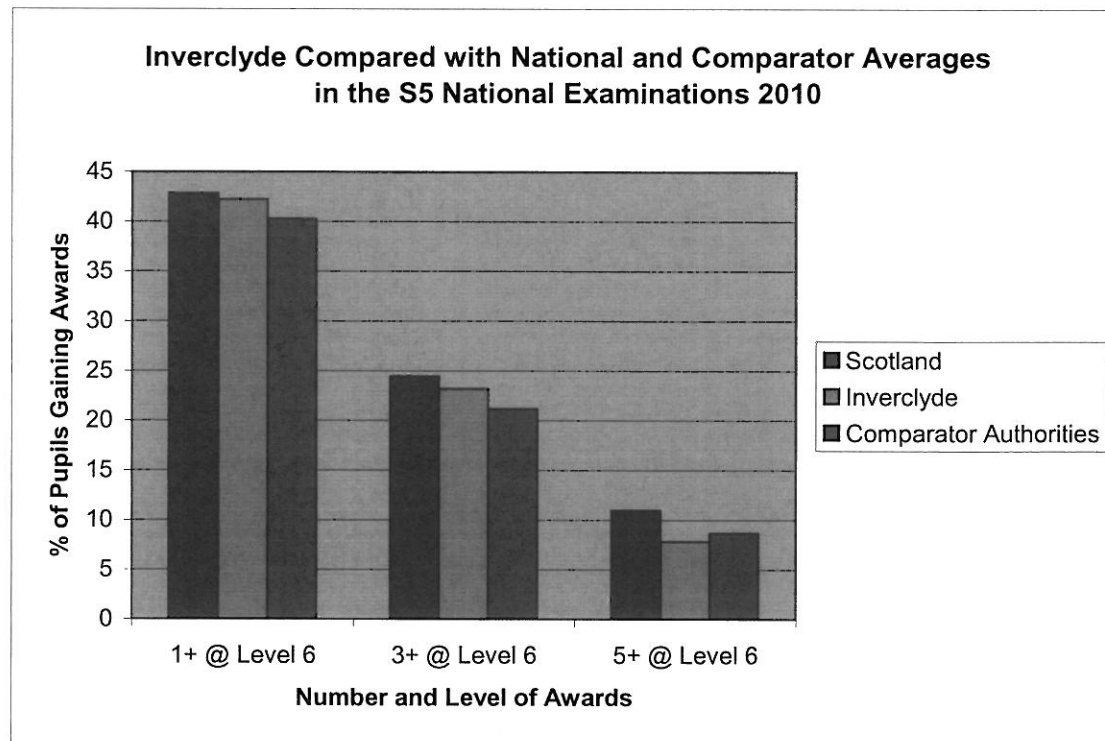
The following schools/early years establishments were involved in Follow Up to a School/Establishment Review visit undertaken by representatives from the Quality Improvement Team:

St Mary's Primary School	December 2009
St Francis' Primary School	April 2010
Inverclyde Academy	April 2010

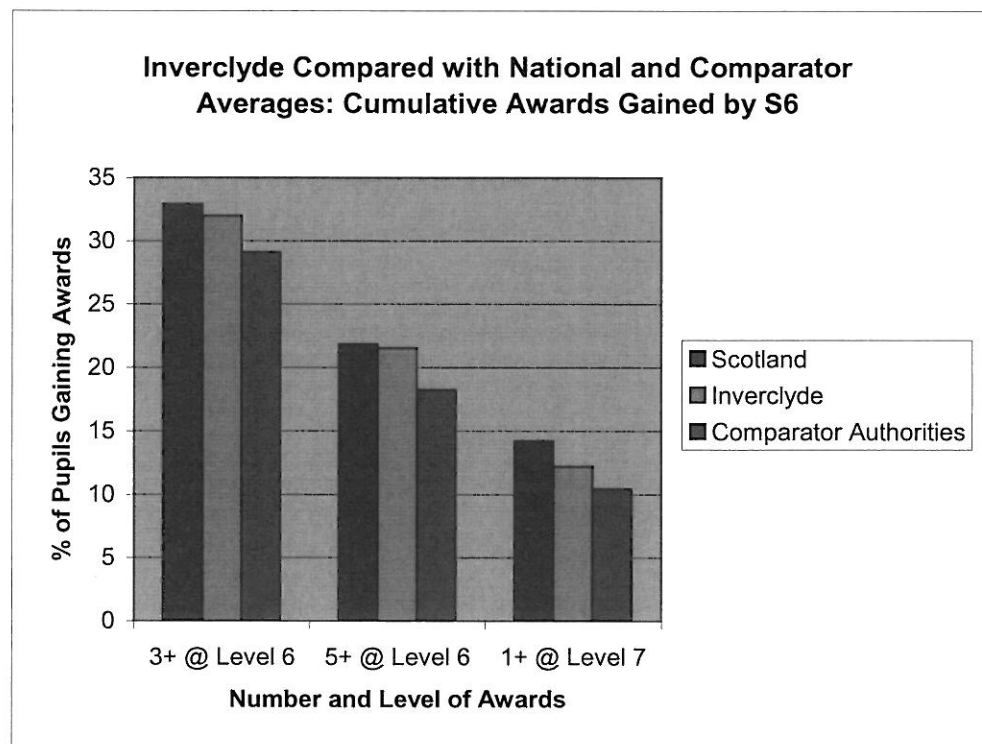
	S4		
	5+ @ Level 3	5+ @ Level 4	5+ @ Level 5
Scotland	92.2357	77.6374	35.3502
Inverclyde	95.8422	81.1301	34.3284
Comparator Authorities	92.4565	76.1256	31.8819



	S5		
	1+ @ Level 6	3+ @ Level 6	5+ @ Level 6
Scotland	42.83	24.4354	10.9714
Inverclyde	42.2172	23.1803	7.8387
Comparator Authorities	40.258	21.1562	8.6956

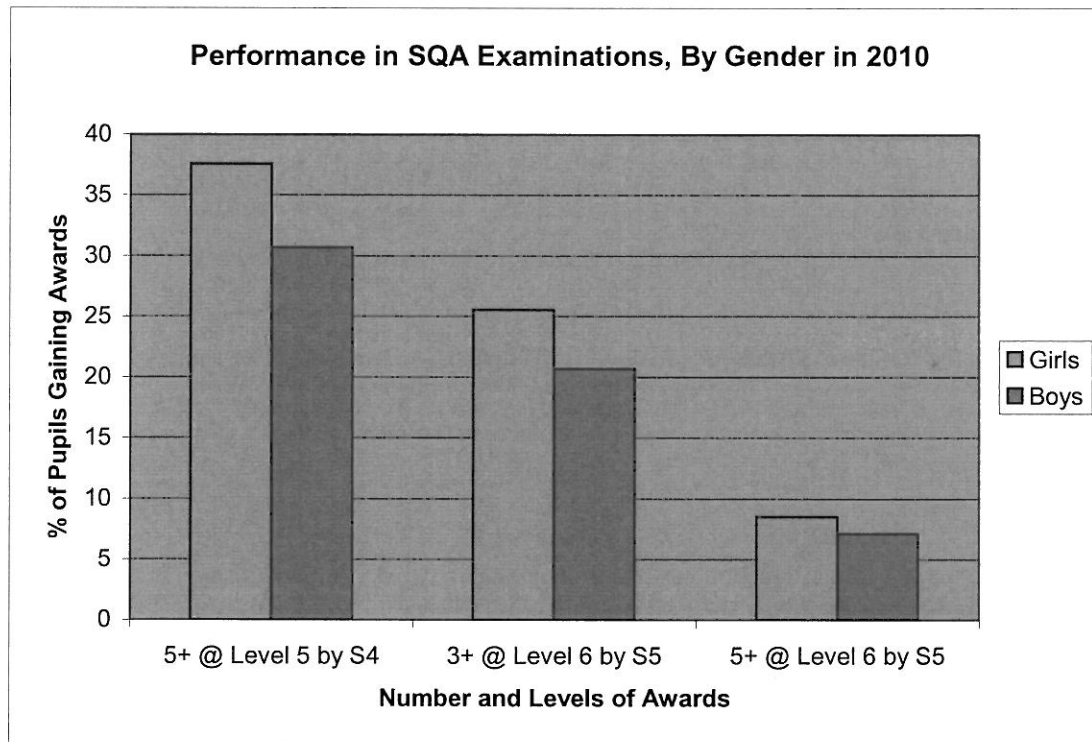


	S6		
	3+ @ Level 6	5+ @ Level 6	1+ @ Level 7
Scotland	32.876	21.8522	14.2085
Inverclyde	31.9762	21.5492	12.2145
Comparator Authorities	29.1239	18.2516	10.4426

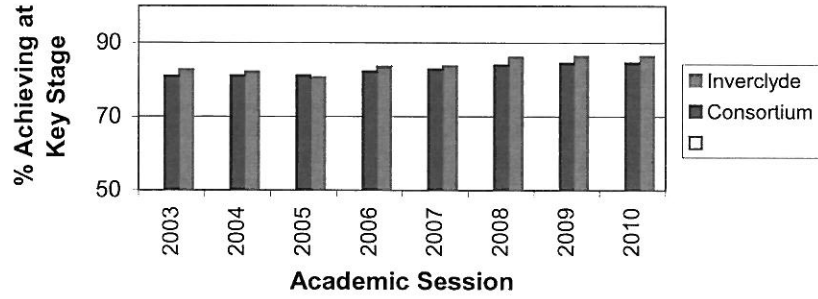




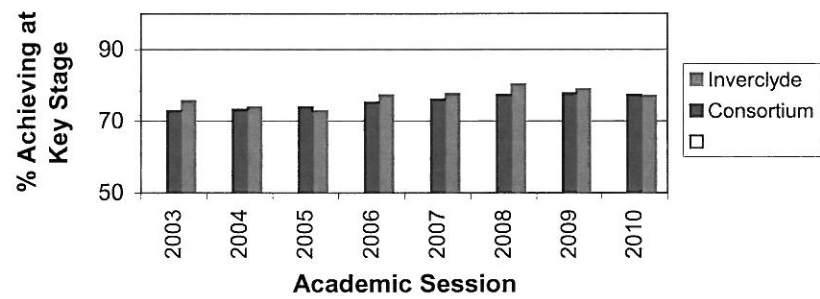
	5+ @ Level 5 by S4	3+ @ Level 6 by S5	5+ @ Level 6 by S5
Girls	37.5502	25.5459	8.5152
Boys	30.6818	20.6897	7.1264



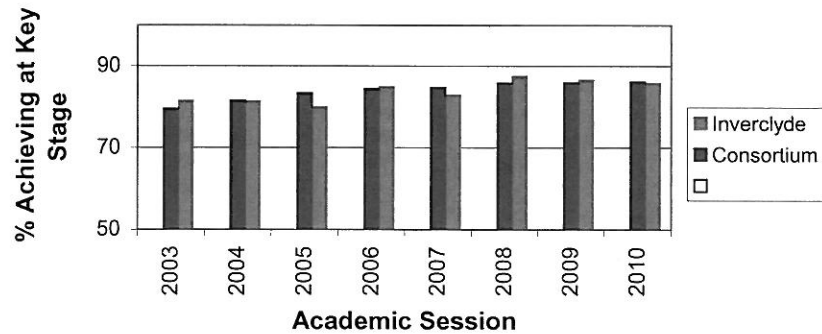
**% of pupils attaining appropriate levels at appropriate stage in Reading compared with Comparator Authorities**



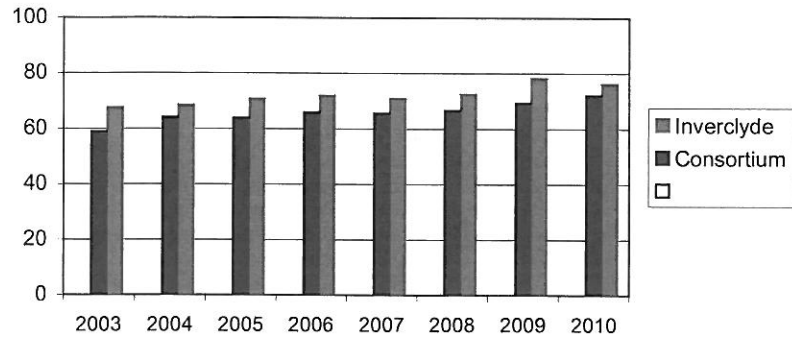
**% of pupils attaining appropriate levels at appropriate stage in Writing compared with Comparator Authorities**



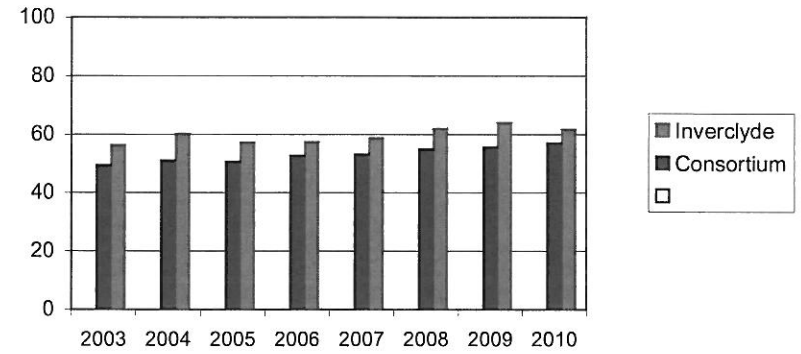
**% of pupils attaining appropriate levels at appropriate stage in Maths compared with Comparator Authorities**



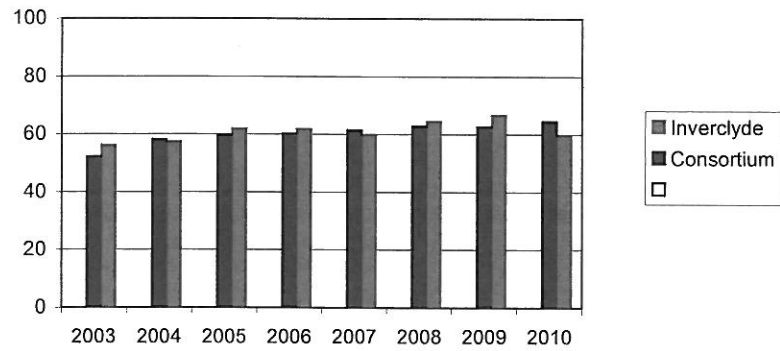
**% of pupils attaining Level E in Reading by S2 compared with Comparator Authorities**



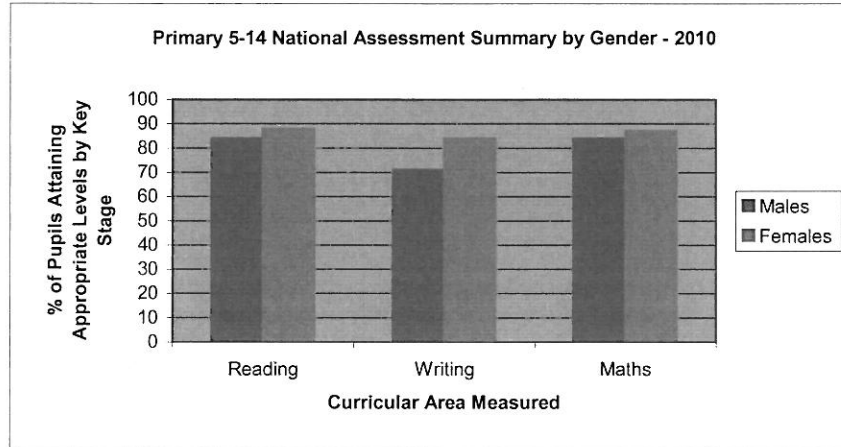
**% of pupils attaining Level E in Writing by S2 compared with Comparator Authorities**



**% of pupils attaining Level E in Maths by S2 compared with Comparator Authorities**



	Primary	
	Males	Females
Reading	84	88
Writing	71	84
Maths	84	87



	Secondary	
	Males	Females
Reading	74	79
Writing	56	66
Maths	59	60

