

Report To: Education & Communities Committee **Date:** 30 October 2012

Report By: Corporate Director Education, Communities and Organisational Development **Report No:** EDUCOM/42/12/WB

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Subject: Update on Progress with the Implementation of Curriculum for Excellence

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee members with information about the progress being made with the implementation of Curriculum for Excellence.
- 1.2 A regular progress report on Curriculum for Excellence was requested by members of the Education and Lifelong Learning Committee at their meeting which was held on 11 May 2010.

2.0 SUMMARY

- 2.1 Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century.
- 2.2 This report provides an update of the work currently being undertaken at authority level to support Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence.

3.0 RECOMMENDATIONS

- 3.1 The Education and Lifelong Learning Committee is asked to note the ongoing progress being made with the implementation of Curriculum for Excellence in Inverclyde.

Albert Henderson
Corporate Director of Education, Communities and Organisational Development

4.0 BACKGROUND

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated.

The purpose of Curriculum for Excellence is encapsulated in **the 4 capacities** – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

5.0 PROPOSALS

5.1 None

6.0 IMPLICATIONS

6.1 Finance

The Scottish Government provided grant funding of £58,000 to Inverclyde for 2011/12 as part of a funding allocation to local authorities to support quality assurance and moderation of assessment as part of the implementation of Curriculum for Excellence. The allocated sum is based on local authority teacher numbers. The Scottish Government has continued this funding for 2012/13.

Additional financial support has been provided by the Scottish Government to support secondary schools with preparations for the new National Qualifications. The amount of funding allocated to Inverclyde secondary schools is anticipated to be in the region of £50,000.

6.2 Legal

There are no legal implications

6.3 Personnel

There are no personnel implications

6.4 Equalities

Curriculum for Excellence aims to improve outcomes for **all** children and young people aged 3-18.

7.0 CONCLUSION

This progress report on Curriculum for Excellence outlines the current progress that is being made across Inverclyde schools and early years' establishments with the implementation of Curriculum for Excellence.

8.0 BACKGROUND PAPERS

8.1 None

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Education and Communities Committee Meeting – 30 October 2012

SCHOOL SESSION 2012/13

CURRICULUM FOR EXCELLENCE UPDATE

Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century through the development of skills for learning, skills for life and skills for work.

The implementation of Curriculum for Excellence is a key priority in the 2012/13 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

CfE Progress Report for the Scottish Government (Appendix 1a)

A Report on the progress being made with the implementation of Curriculum for Excellence across Inverclyde schools and early years establishments was submitted to the Scottish Government on 5 October 2012 to inform a Scottish Government annual report on progress with CfE implementation across Scotland. This is the 2nd annual progress report we have submitted which is based on the entitlements that children and young people can expect from the delivery of Curriculum for Excellence. A copy of the CfE Progress Report submitted to the Scottish Government is shown in Appendix 1a.

Senior Phase - SQA Update

During the 2nd in-service day in August, Inverclyde secondary teachers had the opportunity to meet with their subject specialist colleagues in the other Inverclyde secondary schools to hear from colleagues who had attended SQA engagement events in May/June 2012 to look at the documentation associated with each of the new National 4 and National 5 courses.

Some secondary school staff, for example, Maths, Science and Technical Education, have agreed to share their development work for National 4 and 5 courses with other authorities via Education Scotland.

As part of the Scottish Government's Support Package for secondary schools to assist teachers with preparation for the new National Qualifications and the introduction of S3 Profiling, an additional in-service day will take place on Tuesday 23 October 2012 for Inverclyde secondary schools and Special schools (which have a secondary department).

Co-operative Learning Academy

Another successful 3 day co-operative learning academy for teachers from all sectors took place on 19-21 September 2012 in the McLean Museum.

S3 Profiling

Our S3 pupils are now in the third and final year of their Broad General Education. To mark the end of their Broad General Education, all S3 pupils will be required to produce a S3 Profile which will build on their P7 Profile and give an account of their progress and achievements during S1-S3.

An authority S3 Profiling Working Group has been set up to look at the procedures used in secondary schools and advise on the best format for the new S3 Profile taking into account the processes and practice already in place for the tracking and monitoring of pupil progress and attainment, as well as achievements. Current practice includes the use of departmental Personal Learning Plans, Learning Logs and PSE profiles. The work of the authority Working Group involves liaising with a sample group of S3 pupils to gather their views on the format of the S3 profile and pupil support materials.

Health and Wellbeing Update

Like literacy and Numeracy, Health and Wellbeing across learning is one of the three areas which are a responsibility of all staff. An authority Health and Wellbeing Framework has been developed to guide strategy and practice in this overarching area of work. Planning and monitoring tools have been developed to assess the coverage of and the success in developing the skills associated with the delivery of Health and Wellbeing outcomes and experiences.

Partnership working is very much at the heart of Health and Wellbeing in Inverclyde, and a planner has been developed outlining all partner provision available to support schools such as CLD, CHCP, and local voluntary organisations. All schools have identified Health and Wellbeing Coordinators who meet once a term with relevant partners to plan and discuss developments, and share practice. Health and Wellbeing partners are keen to develop working partnerships with schools. The authority's Health and Wellbeing Coordinator is currently liaising with schools to identify the support they require to progress Health and Wellbeing across their establishments.

A monthly Health and Wellbeing e-bulletin is produced to keep all schools up-to-date with training opportunities, events, research, and information about services and support groups which may be relevant to staff, parents and pupils.

Inverclyde is about to participate in an Education Scotland project to develop an aspect of Health and Wellbeing that has been identified within the authority.

Example of Good Practice: Literacy Development - P1 Bookbug Family Packs

P1 Bookbug Family Packs are about to be launched across Inverclyde primary schools as part of a national initiative. P1 Bookbug Family Packs contain 3 books, including 'Jordan's New Jaiket' by Matthew Fitt which is a Scot's Language resource, and an activities pack per book which promotes parental input. The Bookbug packs are scheduled to be in schools by the end of November/early December 2012.

More Choices More Chances

The MCMC team is working with Skills Development Scotland (SDS) and school staff to support the rollout of the new modernised service delivery by SDS in Secondary and Special schools. This is a coaching service to identified pupils who would benefit from this support to ensure a better planned transition from school and the senior phase into a positive post-school destination.

Vocational Learning Programme – James Watt College

This session's School/College Partnership programme is as follows:

<u>Course</u>	<u>S3 Pupils</u>	<u>S4 Pupils</u>	<u>S5/6 Pupils</u>
Construction	24	15	13
Engineering	26	21	14
Early Years and Childcare	16	15	-
Hairdressing	8	14	20
Sport	28	14	-
Beauty	-	-	18
Higher Grade Psychology	-	-	24

Work Experience Programme

The Authority Work Experience Programme has been reviewed and amended and is now a more Flexible Skills for Work model. The review was undertaken by a group representing Education Services, Economic Development, Schools, Employers, Chamber of Commerce and Gateway Shared Services. The group reviewed/discussed a sampling of questionnaires from 3 secondary schools (S4 – S6), local employers and parents and carers before proposing the new model.

Previously, S4 pupils embarked on work experience during an identified 'Work Experience Week' in the school calendar. Under the new flexible work experience model, consideration is given to providing pupils with the opportunity to undertake a work experience placement which takes into consideration their career aspirations, and which is provided at a time that is best suited to them to maximise the impact of the experience.

A guidance paper on the New Flexible Work Experience Model has been issued to all secondary schools and the new model is being implemented this session.

Other Information

An update on the implementation of Curriculum for Excellence across Inverclyde schools and early years establishments was given to Parent Council Chairs at their meeting on 13 September 2012 in Notre Dame High School. In addition, at the invitation of the Parent Council Chairs, the Cabinet Secretary, Mike Russell, attended the meeting for 50 minutes to answer questions from parents on matters relating to Curriculum for Excellence.

Authority CfE Papers To Date

Listed below are the authority papers that have been produced to date and issued to all Heads of establishment. They are all available via the Inverclyde 'Curriculum for Excellence' site ('share resources' section):

The main items issued fall into three groups:

Framework Documents: These are major pieces of work, and are available for:

- Maths (including the Maths planners)
- Numeracy
- Health and Wellbeing

Advice Papers: These were produced by the five advisory groups. They cover:

- Assessment and Moderation
- Parental Involvement
- CPD
- Communication and Glow
- Tracking, Reporting and Recognising Achievement
- Self-evaluation

Guidance Papers: These are shorter and tend to focus on one issue:

- Pace and progression
- Skills for learning, life and work
- New Flexible Work Experience Model

National Publications

All national publications and associated papers relating to Curriculum for Excellence, along with exemplars and examples of good practice are available from the national Curriculum for Excellence website (www.ltscotland.org.uk/curriculumforexcellence).

TEMPLATE FOR COMPLETION BY CURRICULUM FOR EXCELLENCE PARTNERS FOR THE SECOND ANNUAL CfE PROGRESS REPORT

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

In particular, please consider the extent to which:

- All children and young people are experiencing the curriculum as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, especially at points of transition (pre-school to primary, P7 to S1, and BGE to Senior Phase).
- Parents understand how the changes introduced will affect their child.

Evidence / evaluative statement covering a) positive progress & b) challenges:

In Inverclyde we take a coherent approach to planning the curriculum, learning, teaching and assessment for all children and young people 3-18. Coherence in the delivery of experiences and outcomes has improved. There is a clear focus on outcomes across all curricular areas and in particular within literacy, numeracy and health and wellbeing. These are taught in appropriate and wide ranging contexts. We have high aspirations for all of our pupils and all establishments are charged with ensuring that there is appropriate pace, challenge and support for all learners. We have provided advice on progression and transition procedures for key points in learning.

Three year high level plans are being used to ensure that breadth and depth of learning opportunities are being developed. Cross curricular and interdisciplinary learning are developing well. For example, in one primary school a very successful Olympics topic provided the opportunity for a mixed stage learning opportunity for children in P1-7. In many cases Primary 1 staff and pupils work collaboratively with staff and pupils from Early Years Establishments on cross-cutting thematic topics.

Effective progress has been made with transitions. In some establishments, Level Meetings/Liaison Meetings between staff ensure smooth transitions across stages and also enable staff to build on prior learning. Moderation groups have been established across all school clusters.

More pupils are now able to talk confidently about how they are learning and are able to transfer their skills across the curriculum e.g. use of ICT in literacy. Last session all P7 teachers were trained to work with their pupils to develop profiles. This was a positive experience with teachers, pupils and parents excited about this initiative. Secondary schools are building on this work and beginning to consider S3 profiles.

Schools and early year's establishments are becoming increasingly confident in tracking progress and achievement although there is still work to do.

We are committed to ensuring that we communicate the benefits of Curriculum for Excellence to parents and to help them explore ways to become more involved in their child's learning. Parents continue to be informed and involved through various means of communication including letters, parent's evenings and engagement/information events. In one case an interagency event was held which involved all cluster partners, Community, Learning and Development and Further Education. Feedback from these events has been very positive.

Individual learning meetings with parents take cognizance of prior learning before children attend the Early Years Establishments. At the end of Interdisciplinary Learning Topics, parents are invited to Celebrations of Learning. This has proven to be a very good vehicle for parents to be more involved in and informed about their child's learning. In some schools, small parent focus groups work with the Head Teacher on issues around involving parents in their child's learning. 'Shared Learning' activities have improved and invigorated homework for teachers, pupils and parents in some schools. Parents of secondary school age young people are well informed and reassured that changes to the curriculum are being appropriately managed and that the impact on their child's progress will be positive. Levels of understanding of the changes, however, are not high. Parents of

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S3 pupils will continue to be involved in information events, seminars and wider consultation re. Senior Phase this session.

Challenge

- Subjects where a skills development is integral, particularly science subjects, have expressed concern in aligning/articulation of N4/N5 with Experiences and Outcomes Level 4
- Time is required to plan effective interdisciplinary learning in Secondary Schools has been identified as a challenge for some staff
- We have increasing numbers of young people returning to school for a 6th year. Supporting progression to Advanced Higher for pupils is a challenge in the current financial climate

2. Every child and young person is entitled to experience a broad general education (up to end of S3)

In particular, please consider the extent to which:

- Children and young people are receiving their entitlement to the BGE including appropriate personalisation, choice and specialisation.
- Children and young people are experiencing all of the Es and Os across *all areas of the curriculum* as appropriate.
- Assessment is being used to support breadth, challenge and application and learner progress.
- Children and young people are progressing well through the CfE levels.
- Staff are clear about the purpose and benefits of the BGE for all learners and are working collaboratively to offer challenging and motivating learning experiences.
- Staff are increasingly confident in reporting, profiling and recognising achievement, including the P7 profile and developing approaches to support the S3 profile, and are involving parents to support learning.
- Young people are more involved in planning, evaluating and recording their own learning including through the P7 and S3 profiling processes.
- Parents understand the purpose and benefits of a broad general education, how progress is assessed and monitored, and how this will prepare their child for the senior phase.

Evidence / evaluative statement covering a) positive progress & b) challenges:

In Inverclyde the curriculum is being developed in a way which encourages high aspirations and ambition for all learners. Increasingly, learners' experiences are exciting, relevant, challenging and motivating.

Children and young people in Inverclyde are receiving their entitlement to a broad general education. Very good progress has been made using the 7 principles when planning and evaluating the curriculum. Most teachers have attended co-operative learning academies and have effectively used the recommended strategies in their practice to develop the children's ability to work collaboratively with their peers and with staff. Very good progress has been made with self and peer assessment and learner dialogues. Increasingly, pupils are becoming more familiar in their ability to talk about their learning and to identify next steps. Learning logs and Individual Targets are in use in most of our schools. Achievements of pupils are celebrated regularly in all schools and establishments.

The broad general education is in place in S1 and S2 and is currently being extended into S3. Curriculum planning is based on Level 3 and 4 experiences and outcomes up to the end of S3. Discussions with teachers and learners also indicate that choice of activities, approaches to learning and teaching and to assessment are a regular feature of the learner experience. Strong progress has been made in ensuring learners experience all experiences and outcomes. In some schools AfL is a strong feature of school practice with high quality feedback to learners a regular feature of observed lessons. A range of approaches to assessing progress is evident in most curricular areas. Schools are now working on processes to track progress through the Broad General Education in terms of breadth, challenge and application.

With support from the authority work has begun on S3 profiles. We are committed to ensuring that profiles will give a reliable and full account of pupil's cumulative progress and achievements. We will work with parents to ensure that they understand the purpose, process and their role in supporting these.

Good progress has been made with communication with parents about assessment.

Challenges

- Our current curriculum structure in S3/S4 presents a challenge because specialisation by subject choice takes place with all learners at the end of S2. It is our current intention that

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pupils are presented in up to 8 subjects at the end of S4.

- The challenge for subject departments has been to ensure that necessary Experiences and Outcomes which form part of the Broad General Education from all curricular areas are covered by the end of S3.

3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-6 and ages 16-18 out of school)

In particular, please consider the extent to which:

- Schools have in place well developed and clear plans for the Senior Phase and are preparing young people for the transition from the BGE to the Senior Phase based on these.
- Staff, parents and learners are clear about the rationale, purpose and principles of the Senior Phase and its progression from the BGE.
- Staff and young people are clear how their learning through the BGE will be built on and progressed in the Senior Phase.
- Staff are increasingly confident in using assessment to support breadth, challenge and application and in assessing learner achievement (in particular in articulating how third and fourth curriculum levels read-across to required levels for National 4 and 5). Staff are confident in explaining progress and next steps to learners and to parents.
- Young people, parents/employers understand the Senior Phase, including the new qualifications and can see the benefits of it for learners.

Evidence / evaluative statement covering a) positive progress & b) challenges:

An authority wide interim plan for the structure of the senior phase is currently in place. Teachers continue to develop their understanding of rationale, purposes and principles of Senior Phase as resources and support materials become available. Information concerning the senior phase is made available to staff, parents and learners as it becomes available. New qualifications have been explained at special parent events in all of our schools.

Departments are currently planning their S3 courses around Es and Os while looking to ensure that these articulate with National 4 and National 5 outcomes. As more information becomes available on N4/N5 and structure of new national qualifications teachers are becoming more confident in advising students on progression from BGE to the Senior Phase. Feedback from parents suggests that they have concerns around perceptions of value of qualifications that are internally assessed and lack of a "safety net" from N5 to N4.

Flexible Learning Packages support the senior phase and personalise the learning for the learner, blending the best of school and outwith school

Challenges

- Providing sufficient time for national qualifications courses and meeting the needs of all learner groups.
- Timetabling old and new courses during the overlap period presents significant challenges.
- Presenting learners for qualifications at a time suited to them rather than the end of each session. Consideration of how schools can meet these challenges will continue throughout this session

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

In particular, please consider the extent to which:

- The development and application of these skills is *fully embedded* across the curriculum.
- Children and young people are having their progress in these skills assessed, monitored and tracked.
- Children and young people's attainment in literacy and numeracy is improving.
- Assessment is being used to support breadth, challenge and application and in assessing learner progress within levels and achievement of levels in literacy and numeracy and health and wellbeing.
- Parents understand the role they can play in supporting skills development.

Evidence / evaluative statement covering a) positive progress & b) challenges:

Inverclyde Education Services has produced guidance for schools on taking forward skills for learning, life and work.

All teachers are aware of their responsibility for this and development of relevant skills is evident across the curriculum. All children have access to a wide range of cross curricular activities in all areas. These provide good and in many cases exciting opportunities to use and develop various skills with a focus on life, learning and work skills. Many schools advertise "job vacancies". These attract interest from a large number of pupils at all stages. Many schools also hold annual "Education for Work" week which involves parents and other stakeholders. As part of National Science and Engineering Week, schools looked at careers associated with Science and Engineering. Many schools have well established focus on skills for learning, life and work through the Pupil Council, Eco Committee, Fairtrade Group, Global Link outdoor residential visit, road safety initiatives, after school clubs, Inverclyde Music Festival, Global Citizenship, Enterprise Showcase and fundraising activities.

Teachers are committed to developing assessment and tracking methods. A number of early years establishments use learning books, large floor books, evidence stickers, observation and discussion and daily/weekly planning sheets to assess, monitor and track children's learning. In most schools and establishments, assessment records are used effectively to identify children who need extra challenge and extra support.

The development and application of these skills continues to be embedded across the curriculum. Revised S1 & S2 courses are now being evaluated and reviewed with revised S3 courses currently being implemented.

Departmental course and assessment planning includes recording and tracking of skills as well as progression through Experiences and Outcomes. Whole-school tracking continues to develop to include wider achievement.

The Authority Work Experience Programme has been reviewed and amended and is now a more flexible Skills for Work model. Parents have been fully consulted and are supportive of developments.

Improving progress in literacy and numeracy has been a key focus for schools and early years establishments. Children's literacy and numeracy skills are developing well and we have seen marked improvement in progression in areas such as writing, counting, and number and letter recognition in early years and in Primary. One Cluster reports that effective progress has been made in literacy where a cross curricular moderation exercise in writing has taken place. In this Cluster pupil writing from across curricular areas has been sampled and there is evidence of more consistent expectations by staff.

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Partnership working is very much at the heart of Health and Wellbeing in Inverclyde and the CfE Steering Group have developed a planner, outlining all external and partner provision available in support of schools from CLD, Health Improvement, CHCP, local voluntary organisations etc. All partners are encouraged to link their provision to the 'Experiences and Outcomes' and the document is being well used in planning ahead for provision at certain times of the year / stages of the schools. Availability of CPD for staff and sessions for parents are also included in this planning document, to provide as much support as possible for the school community. Training Needs Analyses have also been done in a number of the H&WB areas, and results of these have informed the development of CPD locally.

New Family Learning programmes have been established in many schools to focus on the key role of home in supporting pupils' skills development. Parents/carer partnership working continues to develop through planned programme of information evenings, seminars and focus groups. In one school a parent group has been set up for parents/carers who have children with literacy needs. Those children and young people who have barriers to their learning and are not progressing well are identified through the Staged Assessment and Intervention process.

Challenge

- Assessment of literacy and numeracy skills beyond the areas of English and mathematics present significant challenges as does the monitoring and tracking of relevant skills across the curriculum. These are areas where further support and exemplification is required.
- Ongoing need to focus minds on H&WB as the responsibility of all, and to reinforce that H&WB is as much about the ethos of a school, the relationships built in the school, and ways of doing things as it is about delivery within a PSE class (for example) Specific challenge regarding Relationships, Sexual Health & Parenting Education in terms of roll out of materials and support to staff in the delivery of these Physical Education, Physical Activity & Sport – not all primary schools are currently compliant with the SG recommended levels for quality weekly provision. Work underway with Education Scotland & Sport Scotland to consider and address these challenges

5. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

In particular, please consider the extent to which:

- All learners are reviewing and setting their goals, and secondary pupils are receiving help to set challenging learning targets
- All learners are involved in identifying and planning personal achievement
- All learners receive appropriate support in making informed choices particularly in relation to specialisation within the BGE and progression into the senior phase
- Pre-school staff are becoming more confident in relation to providing additional support for learning
- All parents are involved in planning and supporting their children's learning
- Effective partnership working is in place to support learners

Evidence / evaluative statement covering a) positive progress & b) challenges:

Inverclyde Education Services have provided advice to all schools and establishments on setting goals for learners.

In most schools an effective planning framework for children is in place which allows all children to participate in setting goals. Children are supported using visual prompts and staff scaffold the dialogue to enable all children to engage in the planning process. A Early Level all children are encouraged to make informed choices during play. This is done through effective resourcing, skilled questioning and observation. Staff encourage children to self and peer assess and plan next steps in their learning. Our schools are committed to developing programmes which will give all children opportunities to do this. Across all schools a process of target-setting and review is in place. In one secondary school a tutor group system has recently been put in place in order to ensure that all learners receive their universal support entitlement an important component of which is the opportunity to plan and review learning and set challenging goals.

All schools and establishments are making very good progress with providing support for learning at all stages. There is evidence of successful inclusion of most children with additional support needs who are making good progress. In some schools and establishments parents are included in solution-oriented meetings about their child's progress and support plans.

Nurture staff and Nurture Group successfully support more vulnerable children and families. In some schools parents are being invited to participate in pastoral care interviews.

Partnership with parents/carers and pastoral care of all pupils is a key strength in all of our schools. Most schools and establishments effectively communicate with service users using a variety of methods.

Teachers work in partnership with parents/ carers and a range of professionals to ensure that children receive appropriate support. These multi-disciplinary teams work collaboratively in meetings, home visits, nursery visits etc and use local authority staged intervention process to further support children and access other services where appropriate.

Very effective partnership working has allowed us to ensure that students are supported in appropriate course choices, including P7/S1 transition, MCMC through Flexible Learning Packages as appropriate and wider student support.

Planned opportunities for personal achievement are embedded within subjects and courses in the BGE with further opportunities provided through IDL, citizenship and enterprise programmes. Opportunities for participation in sport music and drama are regularly provided. Participation in these activities is widely encouraged.

Developments are on-going to have standardised approach to reviewing and setting targets

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through use of learning logs feeding into S3 profiles. Identifying and planning personal achievement within context of whole school tracking system continues to be developed.

Challenge

- Need to continue to develop a structure for personal support through revised PSE Programmes and review timetable structure in secondary schools.

6. Every young person is entitled to support in moving into a positive and sustained destination (post 16)

In particular, please consider the extent to which:

- A diverse range of appropriate post-16 opportunities is in place and is engaging individual young people, especially those likely to struggle to progress from school
- Young people are consistently being tracked and monitored to ensure an offer of appropriate learning opportunities and timely support is in place.
- Young people with additional support needs have plans in place for post 16 progression.

Evidence / evaluative statement covering a) positive progress & b) challenges:

This is an area of strength in the Inverclyde. We continue, however, to focus on securing positive destinations for young people and to review and reflect on how we can improve.

Partnership working is a key strength of our schools. This ensures a diverse and increasing range of post-16 opportunities is in place for our learners. A wide range of post-16 options available to students is available through well developed links with Careers Scotland, College Liaison, MCMC / FLPs including Positive Futures, Skills Development Scotland, etc.

The progress of young people is effectively tracked and monitored and where appropriate more relevant curriculum arrangements are put in place. This involves the use of Positive Learning Pathways where the needs of learners are met through shared provision involving the school and other partners. School's tracking and monitoring procedures ensure that students are able to access a range of learning opportunities as appropriate to their needs. Recent developments, including use of SEEMIS Data Hub, will ensure that students are tracked on leaving full-time education.

The Key Teacher/Key Worker support is integral to this process to provide pastoral focus for each pupil. This support responds directly to those pupils 'likely to struggle to progress from school'. This support is intensive and long lasting. Recent significant developments in our ASN framework and Staged Intervention Model will continue to align work of Student Support with principles of GIRFEC. A highly effective process is in place to ensure that all young people with ASN have plans in place for post 16 progression.

Challenge

- Changes to Skills Development Scotland procedures may impact on access to post-16 placement opportunities.