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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>10 March 2015</b>
<b>Report By:</b>	<b>Patricia Cassidy, Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/24/15/AE</b>
<b>Contact Officer:</b>	<b>Angela Edwards Head of Inclusive Education, Culture and Corporate Policy</b>	<b>Contact No:</b>	<b>2828</b>
<b>Subject:</b>	<b>Education Standards and Quality Report 2013/14</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to present to Committee for consideration and approval, the Education Standards and Quality Report 2013/14. (Appendix1)

## **2.0 SUMMARY**

- 2.1 Councils are required under the Standards in Scotland's Schools etc. (Scotland) Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives.
- 2.2 Inverclyde Council's Education Standards and Quality Report 2013/14 is appended to this report.
- 2.3 Whilst our Standards and Quality Report 2013/14 fulfils our legislative requirements, it is also indicative of Education Services commitment to self-evaluation and public performance reporting.
- 2.4 The report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools in 2013/14. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, HMIE and Care Inspectorate Inspections, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data.
- 2.5 Education Services is fully committed to providing a high quality service which will enable young people to achieve their full potential. As such, in addition to setting out achievements in 2013/14, the report also identifies areas for improvement. We are committed to addressing these areas through agreed actions at school, learning community and local authority level.
- 2.6 In keeping with the Council's strategic planning and performance management framework, the report has been structured to show how we are helping our children and young people achieve their potential across each of the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing outcomes.
- 2.7 Attainment analysis has been provided using Insight, the Scottish Government dashboard with replaces STACS. The first data for Insight became available in September 2014 and the national data in February 2015.

2.8 For greater detail on the performance of any individual school, Members should refer to the school's own Standards and Quality Report.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Education and Communities Committee:

- a. Approves the content and the publication of the Education Standards and Quality Report 2013/14.

## **4.0 BACKGROUND**

- 4.1 Councils are required under the Standards in Scotland's Schools etc. (Scotland) Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. This Standards and Quality Report fulfils that legislative requirement.

## **5.0 EDUCATION STANDARDS AND QUALITY REPORT 2013/14**

- 5.1 This Standards and Quality Report outlines a sample of the activities, developments and successes across Education Services in 2013/14 as well as areas for improvement.
- 5.2 Education Services is committed to improving outcomes for our children and young people. The Standards and Quality Report aims to demonstrate how we are helping young people achieve their potential across both the GIRFEC and Inverclyde Council wellbeing outcomes of:
- Safe
  - Healthy
  - Achieving
  - Nurtured
  - Active
  - Respected and responsible
  - Included
- 5.3 Performance information including attainment and attendance is contained within the report. For details of individual schools performance Members should refer to the school's own Standards and Quality Report which are produced on an annual basis.

## **6.0 KEY ACHIEVEMENTS 2013/14**

- 6.1 Some of the key achievements noted in the Standards and Quality 2013/14 report include:
- Higher grade awards achieved by S5 pupils increased across all levels from the previous year.
  - We have reduced the number of excluded pupils from 120 per 1,000 pupils in 2009/10 to 19.6 in 2013/14.
  - The percentage of pupils in Inverclyde that progressed onto a positive destination remains higher than the Scottish average. We are also the only Council in Scotland to have achieved no 'unknown' young people for the fifth consecutive year.
  - In December 2013, we completed the refurbishment of our entire secondary school estate with a brand new £44 million combined school campus in Port Glasgow. The Port Glasgow Community Campus is one of the biggest school builds in Scotland.
  - We conducted a Health and Wellbeing Survey across all our secondary school pupils and achieved an 83% response rate, which is unprecedented for this type of survey.
  - A joint HMIE and Care Inspectorate inspection in April 2014 resulted in nine Very Good grades for Glenbrae Children's Centre.
  - Inverclyde's schools played a pivotal role in Inverclyde receiving Fairtrade Zone status.
  - The Inverclyde Schools' Wind Orchestra took part in the National Concert Band Festival Scottish Regional event in November 2013 where their performance earned them a

Platinum Award. This band progressed onto the National Finals of the National Concert Band Festival in Manchester where they achieved a Gold Award.

- In June 2014 the Inverclyde Schools' Senior and Junior Choirs performed in the BBC Choir of the Year Competition and were both nominated 'Choir of the Day' in their respective categories.
- More than 900 primary and secondary pupils competed in two days of sporting events held at Ravenscraig Stadium to celebrate the Commonwealth Games.
- Isabel Lind, Head Teacher of Aileymill Primary School, won the Lifetime Achievement Award at the 2013 Scottish Education Awards followed by a further Lifetime Achievement Award at the 2013 British Education Awards.

6.2 The report also identifies a number of areas for improvement and Education Services is committed to addressing these areas through agreed actions at school, learning community and local authority level.

## **7.0 IMPLICATIONS**

7.1 Legal: this Standards and Quality report fulfils our legal obligations under the Standards in Scotland's Schools etc (Scotland) Act 2000

7.2 Finance: the resource implications fall within devolved school management and authority support to schools

7.3 Personnel: none anticipated

7.4 Equality and Diversity: there are equality implications because of differences in achievement within different sectors of pupils e.g. by deprivation, gender, looked after children etc.

7.5 Repopulation: the Standards and Quality Report provides a flavour of the quality of education available in Inverclyde, which may help to make the area a more attractive place in which to live in.

## **8.0 CONSULTATIONS**

8.1 None.

## **9.0 LIST OF BACKGROUND PAPERS**

9.1 Appendix 1

# Inverclyde council

## Education Services

### Standards and Quality Report

2013/14



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## Foreword

Welcome to Inverclyde Council's Standards and Quality Report for 2013/14.

I am delighted that 2013/14 proved to be another successful year for Education Services and this Standards and Quality report provides us with an opportunity to reflect on how we are making a difference to the lives of our children and young people, their families and communities. I am extremely proud of the many achievements children, young people and their families have made in the last twelve months.

The report aims to provide an overview of the work that was undertaken by our Service in 2013/14, framed within the overarching national Getting it Right for Every Child (GIRFEC) approach and Inverclyde Council's own wellbeing outcomes. It also provides a flavour of some of the good practice that is actively being delivered across our educational establishments. The examples provided within this report are by no means exhaustive and further information on how well all our establishments are performing can be found in their own Standards and Quality Reports.

As a service we look forward to continuing to work with children, young people, parents, partners and communities in striving for best practice and the highest of expectations in all that we do. We are committed to adopting a solution-focussed and 'can-do' attitude to our work. We will continue to enhance current good practice and plan in partnership with families and other agencies to further develop and improve.

Our commitment to improvement is even more crucial given the challenging economic climate that we are currently delivering services within. It is vital that we know where to target our efforts and be able to identify and measure how well we are doing.

I look forward to continuing to work together to ensure that we achieve better outcomes for our children and young people so that they all become safe, healthy, achieving, nurtured, active, respected, responsible and included citizens of Inverclyde.

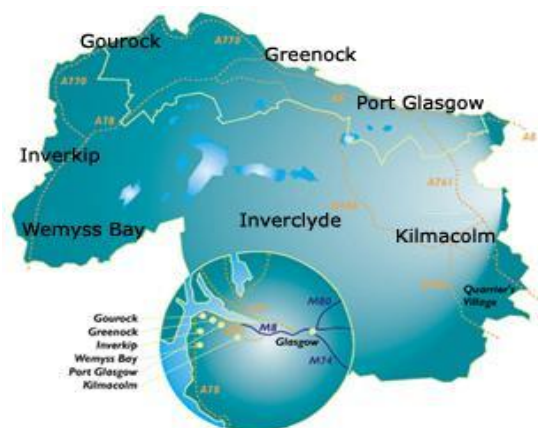


**Patricia Cassidy**  
**Corporate Director, Education, Communities and Organisational Development**

## Context

Inverclyde is located in West Central Scotland and the population of Inverclyde is approximately 81,500 people. With 61 square miles stretching along the south bank of the River Clyde, the area offers spectacular views and scenery, a wide range of sporting and leisure opportunities, a vibrant housing market and well developed transport links to Glasgow and the rest of Scotland.

The main towns of Greenock, Port Glasgow and Gourock sit on the Firth of the Clyde. The towns provide a contrast to the coastal settlements of Inverkip and Wemyss Bay which lie to the South West of the area and the picturesque villages of Kilmacolm and Quarrier's Village which are located further inland, and offer a further dimension to the area's diversity, particularly in social, economic and physical terms.



The area has suffered from population decline for a number of years which has been selective and has had a greater impact on young people, young families and working age people. A review of the age profile shows that between 2001 and 2011 the number of young people aged under 15 years fell by 16%. In addition, whilst most Council areas saw an increase in the number of pre-school children over the same period, Inverclyde's pre-school population fell by 6%.

The population age grouping of 15 to 64 year olds also fell by 1.9% in Inverclyde whilst the same age group nationally increased by 6% over the period 2001/11.

Inverclyde's population aged 65 and over has increased by 5.6%, however within this there has been a significantly higher increase of 14.4% in the number of residents aged over 80. A definite growing elderly population will impact on the provision of specific public sector services, particularly health and social care as the elderly/frailer population will require more intensive support.

Inverclyde has benefited from significant investment recently as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered, and will continue to deliver, new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.



## Our Vision:

### *Getting it Right for every Child, Citizen & Community*

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life and good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. Our success in embedding this approach in the respective planning frameworks for both the Council and Community Planning was recognised with a COSLA Gold Excellence Award in 2013 in the "Achieving Better Outcomes" category.



For our children and young people this approach means ensuring that they are provided with the best possible start in life. Education Services has a pivotal role in supporting the delivery of this outcome.

#### Our Wellbeing Outcomes

We have a number of wellbeing outcomes that we wish to achieve for our children and young people. These are:

- ❖ **Safe:** Our children will be kept safe
- ❖ **Healthy:** Our children will have the best possible physical and mental health
- ❖ **Achieving:** Achievement will be raised for all
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.

There are 6 secondary schools in Inverclyde, 20 primary schools and 20 pre-5 establishments or nursery classes.

In 2013/14 there were 5501 primary school pupils, 4435 secondary school pupils 156 pupils with additional support needs.

## Key Achievements in 2013/14

### A few highlights:

- The percentage of pupils in Inverclyde that progressed onto a positive destination remains higher than the Scottish average. We are also the only Council in Scotland to have achieved no 'unknown' young people for the fifth consecutive year.
- In December 2013, we completed the refurbishment of our entire secondary school estate with a brand new £44 million combined school campus in Port Glasgow. The Port Glasgow Community Campus is one of the biggest school builds in Scotland.
- We conducted a Health and Wellbeing Survey across all our secondary school pupils and achieved an 83% response rate, which is unprecedented for this type of survey.
- A joint HMIE and Care Inspectorate inspection of Glenbrae Children's Centre in April 2014 resulted in nine 'Very Good' grades.
- Inverclyde's schools played a pivotal role in Inverclyde receiving Fairtrade Zone status.
- The Inverclyde Schools' Wind Orchestra took part in the National Concert Band Festival Scottish Regional event in November 2013 where their performance earned them a Platinum Award. This band progressed onto the National Finals of the National Concert Band Festival in Manchester where they achieved a Gold Award.
- In June 2014 the Inverclyde Schools' Senior and Junior Choirs performed in the BBC Choir of the Year Competition and were both nominated 'Choir of the Day' in their respective categories.
- Isabel Lind, Head Teacher of Aileymill Primary School, won the Lifetime Achievement Award at the 2013 Scottish Education Awards followed by a further Lifetime Achievement Award at the 2013 British Education Awards.
- More than 900 primary and secondary pupils competed in two days of sporting events held at Ravenscraig Stadium to celebrate the arrival of the Commonwealth Games.

### Mentors in Violence Prevention

The MVP programme is a mentor led initiative which is delivered by 5th and 6th year mentors to S1 and S2 pupils (Katz, 1990). The programme is designed to provide bystanders to violence with a positive and proactive role in supporting and challenging peers while keeping them safe within their community.

Inverclyde Council took part in the national pilot of the MVP programme in 2012/2013 in Port Glasgow High School and St. Stephen's High School (known as Port Glasgow Shared Campus). This pilot was supported by key staff within St. Stephen's High School, Port Glasgow High School and Graham Goulden, Chief Inspector of the Violence Reduction Unit (VRU). The pilot was evaluated by St. Andrews University and highlighted positive changes in attitudes following intervention. In March 2013, the Port Glasgow Shared Campus won a Silver COSLA award for piloting this approach to tackling gender violence and bullying.

The VRU received further funding from the Scottish Government in December 2013 to support the implementation of MVP across all secondary schools in Inverclyde Council. An MVP Implementation Group was formed in January 2014 and is led by Educational Psychology Services. Its role is to continue the process of delivering MVP across all secondary schools and to develop a sustainable training model for MVP. Membership of the MVP Implementation Group includes staff from St. Stephen's High School, Port Glasgow High School, Community Learning and Development, Safer and Inclusive Communities and the Violence Reduction Unit.

In 2014 training courses were delivered by the VRU for St. Columba's High School, CLD, educational psychology and community staff as well as follow-up training for St. Stephen's High School, Port Glasgow High School and Craigmarloch school and community.

An MVP Mentor event took place in November 2014 involving 100 mentors from across Inverclyde Council. This event involved input from, Police Scotland, CLD, Educational Psychology, VRU, Safer Communities, Child Protection and Enterprise Development and the feedback from those attending was excellent.

An inter-agency MVP Training Team has been formed involving education, CLD, safer communities and educational psychology. This training team have undertaken the Training for Trainers course in MVP and will be involved in the future delivery and support for schools as MVP is implemented across all secondary schools.

An MVP Award Ceremony, funded by the VRU, is planned for March 2015 to celebrate the achievements of young people involved in this programme. This will be a community event involving staff, mentors, families and friends from Inverclyde Council. As part of this event, MVP mentors have taken part in an MVP Filming Challenge which will be premiered on the evening. Mentors will receive a Dynamic Youth Award for their contribution within the MVP programme. This will be implemented and supported by CLD within Inverclyde Council.

## Cyber Bullying

Schools, pupils and parents have been working in partnership with the Community Learning and Development Service to keep children and young people safe from cyber bullying of all kinds. In 2013-2014, 2,391 young people took part in workshops on this issue. An evaluation of the workshops was carried out which highlighted the strong impact that was achieved.

1,093 primary school pupils took part in workshops. 46% of pupils admitted that they are on Facebook despite the fact that the site only allows you to have an account if you are 13 years of age or over. Other sites and apps that are also very common include Twitter, Instagram, Snapchat and Tumblr etc. Of the 1093 pupils who took part in the classroom based workshops, 41% reported that they had experienced some type of cyber bullying.

All 235 Primary 7 pupils who had taken part in a workshop the previous year were asked if they had made changes to the safety settings they used on their social networking sites and if they had made other positive changes to their online behaviour – 40% of pupils reported that the workshop had directly encouraged them to make changes. 100% of pupils reported that the workshop had left them with an understanding of the seriousness of cyber bullying, the consequences and where and how to get help.

Of the 1298 secondary school pupils who took part in the workshops, 29% said they had experienced some form of cyber bullying and 33% admitted that their social networking sites were not set to private which is a marked improvement from previous years; in 2011/2012, 77% said their social networking sites were not set to private and in 2012/2013, 58% said their accounts were not private. This constitutes a significant improvement of 44% in the last 3 years. When asked if the workshops had encouraged them to make direct changes to their online safety, 39% of pupils agreed that it had and 100% of pupils said that workshops should be delivered to young people across Inverclyde.

The programme is continuously updated to keep up with changing trends and additional information that will encourage young people to make better choices with their online safety and online behaviour. In 2013/14, sessions were developed aimed at involving children and parents together in a fun, interactive and informative way. This has increased the number of parents getting involved in workshops so that the messages that are being delivered are being encouraged and supported at home.

### Health and Wellbeing Survey

All schools in Inverclyde became Health Promoting Schools in 2007. This accreditation was valuable and a real measure of success in Health and Wellbeing for our establishments, however it has become increasingly important that in terms of curricular delivery and the ethos/values of our schools, Health and Wellbeing is embraced as the 'Responsibility of All'.

A piece of research was commissioned in 2013 through the Community Planning Partnership to gather an up to date evidence base, directly expressing the views of children and young people from our secondary schools, around their own health and wellbeing.

The Health and Wellbeing Survey was the first of its kind in Inverclyde and provides useful baseline data for future surveys, which will help us to monitor progress and trends for key health and wellbeing indicators. The survey asked young people about:

- Demographics including age, gender, ethnicity, feeder primary, carer or guardian with whom pupils have their main residence
- Mental health, self-esteem, worry
- Bullying, racism, accidents, illness and disability
- Oral health, diet, exercise and travel
- Smoking, alcohol, drugs
- Awareness and use of health services, youth clubs etc.
- Social and anti-social behaviour, carer status and future hopes

A total of 3,606 questionnaires were completed which is approximately 83% of the known school roll. This is an unprecedented return and helps to ensure that our young people have a voice and are able to influence future service delivery/redesign that will be based on their needs, attitudes and behaviours, through this self-reporting.

Further engagement with young people, schools, communities and partner agencies is underway to take forward and develop actions as appropriate and a Community Planning conference will be held in March 2015.

### School Health and Alcohol Harm Project

The School Health and Alcohol Harm Reduction Project (SHAHRP) is a project being implemented by Inverclyde Council in order to tackle the significant problem of alcohol misuse that is prevalent in the area.

The project has been implemented in three secondary schools in Inverclyde and run during PSE activities using the SHAHRP materials. Positive feedback from establishments has been received regarding the materials used.

The research is currently ongoing.

## Achieving

Curriculum for Excellence is the national curriculum for Scottish schools, covering nurseries, schools, colleges and community learning. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life.

Children receive a rounded education, referred to as a Broad General Education that will include all the experiences and outcomes across all curriculum areas up to the end of S3 before they specialise and take qualifications from S4. The purpose of this is to allow learners to develop to their fullest across four identified capacities: to enable each child or young person to be a successful learner; a confident individual; a responsible citizen and an effective contributor.

In 2013/14, changes were made to the Scottish National Qualifications. The 2014 exam diet included the first set of exams for the new National 5 qualifications as well as the current Intermediates, Highers and Advanced Highers. The new National 4 and 5 qualifications have taken the place of Standard Grades as part of a wider shake up of the structure of qualifications.

Over 80% of S4 pupils in Inverclyde who took the new national 4 and national 5 exams achieved a pass. At national 4 level, nearly 95% of S4 pupils achieved a pass.

In Fourth Year, nearly 98 per cent of pupils presented for National 4 English passed, nearly 87% presented for National 4 Maths passed and almost 95% of all presentations for National 4 qualifications resulted in a pass.

Around 94% of Fourth Year pupils presented for National 5 English achieved a pass grade (A-C), about 64% achieved a pass grade in Maths and about 83 per cent of all presentations for National 5 qualifications resulted in a pass at Grades A-C.

Almost half of Fifth Year pupils achieved at least one Higher compared with about 45% last year – a rise of about 5%.

Just over a quarter of Fifth Year pupils achieved at least three Highers, slightly more than last year. The number of Fifth Year students achieving five or more Highers has risen by about 3% to 12.4% - the highest level in the past seven years.

Higher grade awards achieved by S5 pupils increased across all levels from the previous year.

### Attainment in SQA Examinations

Percentage of S4 pupils achieving 5+ awards at SCQF level 3 or above by end S4				
	2013/14	2012/13	2011/12	2010/11
Inverclyde	93%	96.5%	95%	95%

Percentage of S4 pupils achieving 5+ higher awards by end S5				
	2013/14	2012/13	2011/12	2010/11
Inverclyde	12%	10%	13%	12%

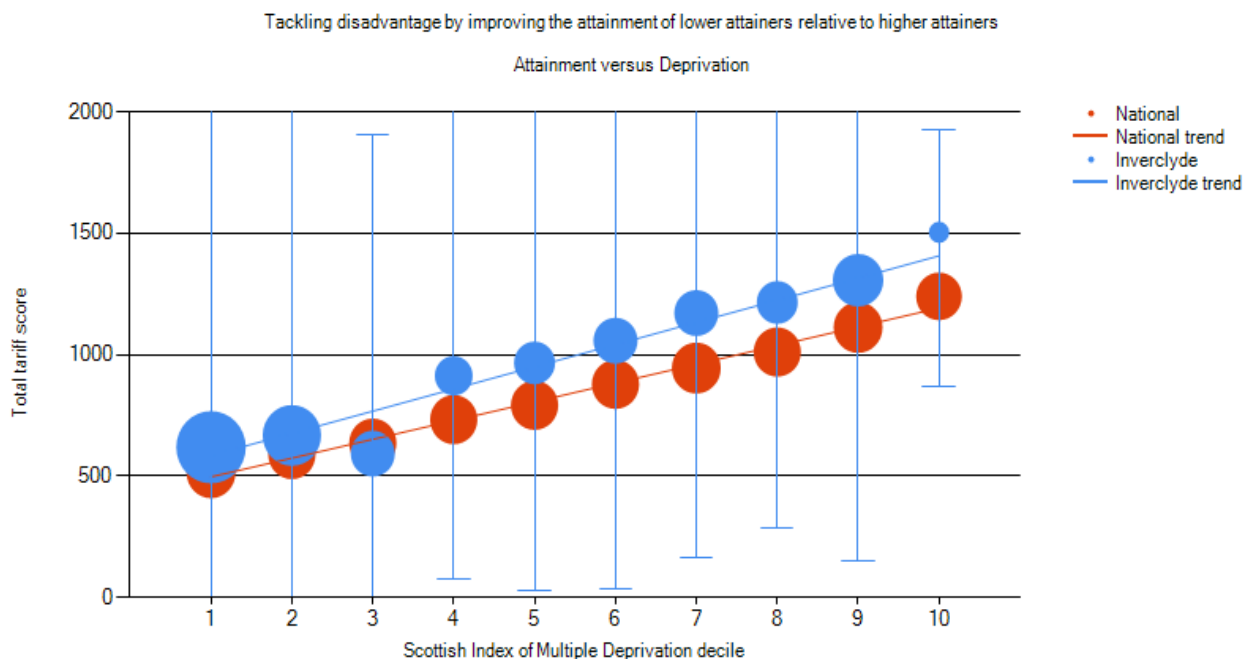
Percentage of S4 pupils achieving 5+ higher awards by end S6				
	2013/14	2012/13	2011/12	2010/11
Inverclyde	23%	26%	26%	21%

### New National qualifications

S4 pupils in Inverclyde secondary schools sat the new National 3, 4 and 5 qualifications in their first year with Inverclyde pupils generally performing better than the national trend.

Figure 1 below shows the attainment of Inverclyde's leaving cohort by the SIMD decile positioning (blue dots) versus the national equivalent cohort (red dots).

Figure 1

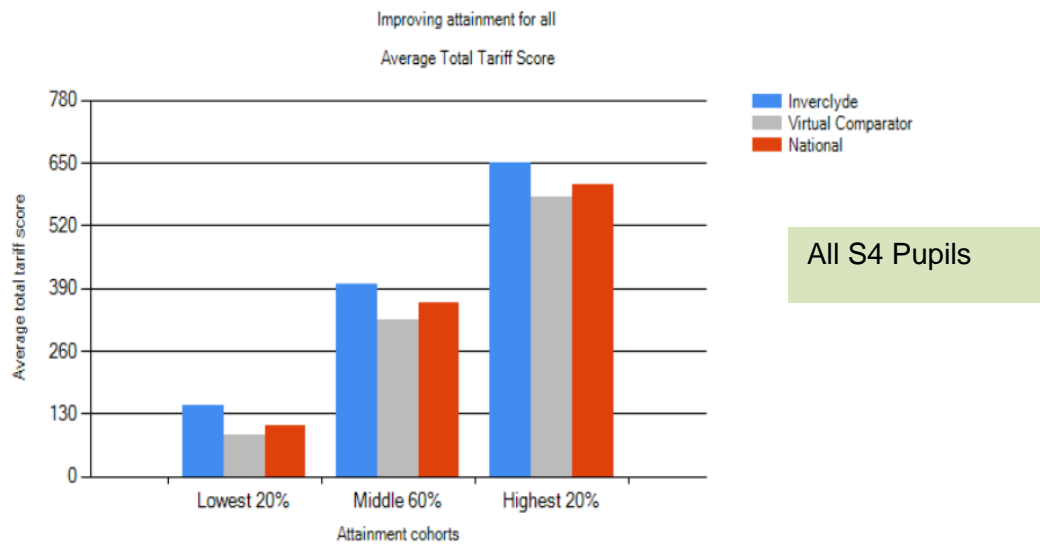


### **Attainment of Looked After Children**

Figure 2 shows the average tariff scores for the S4 pupils in 2013/14. These are presented to show the range of attainment within the cohort, compared with national information and Inverclyde's Virtual Comparator.

The second and third graphs show a similar breakdown for Looked After Pupils (At Home, and then Away from Home) within the S4 cohort, as a comparison with the general cohort. It is clear that attainment levels for Looked After pupils are lower than for the general cohort, and this has become a focus for development within the authority.

Figure 2



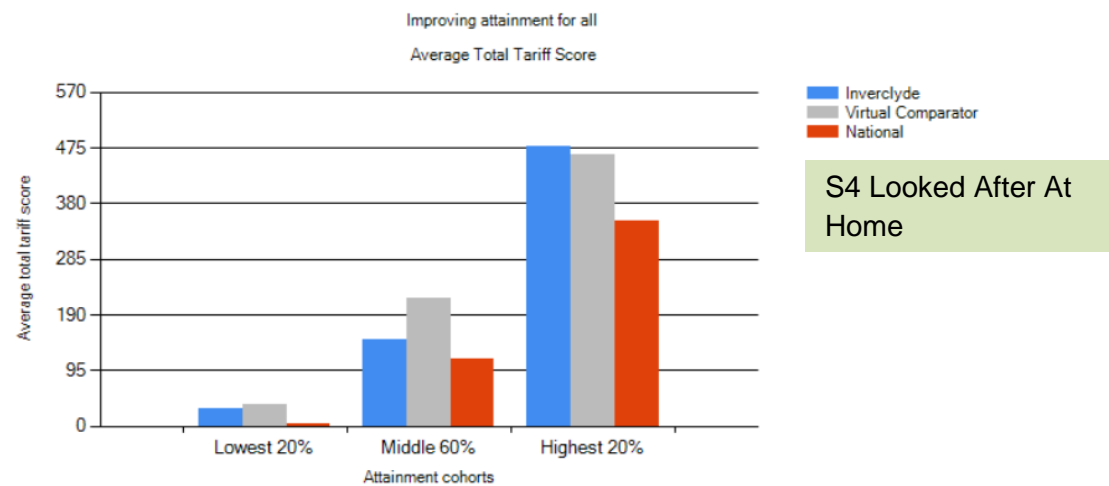
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	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Inverclyde	148	398	652	781
Virtual Comparator	88	326	578	7810
National	105	359	606	53971

Figure 3



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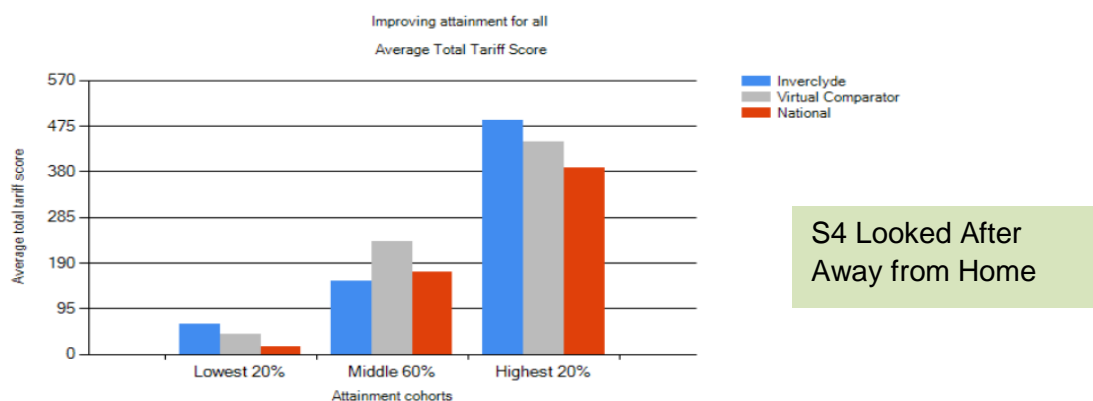
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	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Inverclyde	31	148	477	18
National	4	114	351	552



Figure 4



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	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Inverclyde	63	153	486	6
National	17	171	387	560

## Reciprocal Teaching Developments in Inverclyde

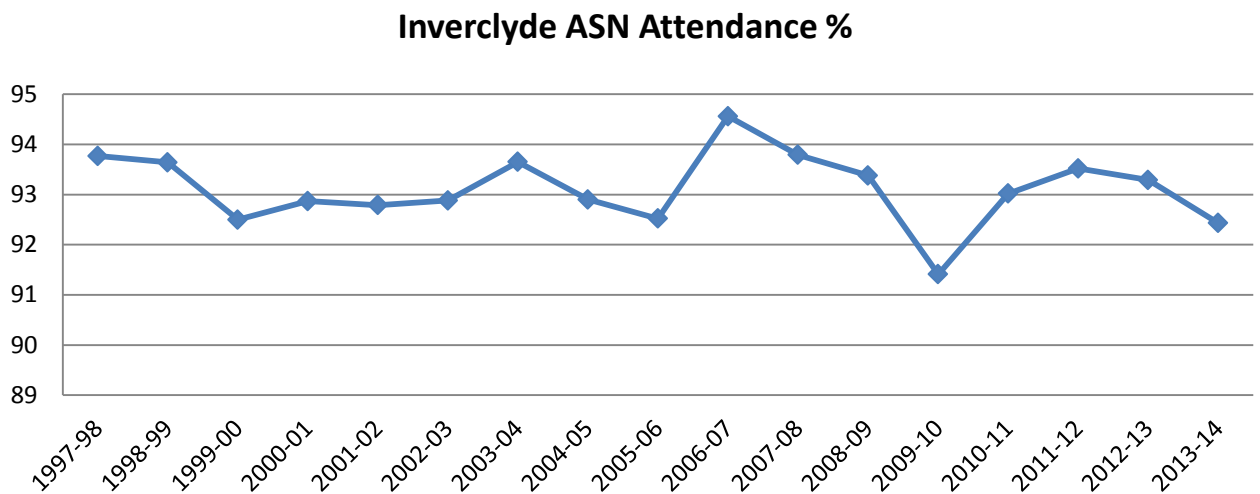
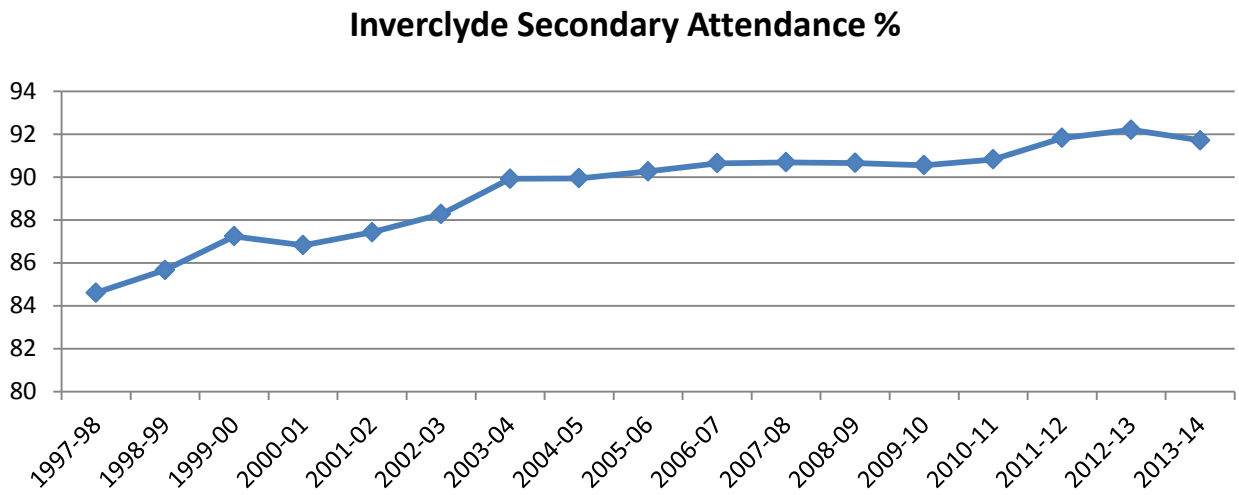
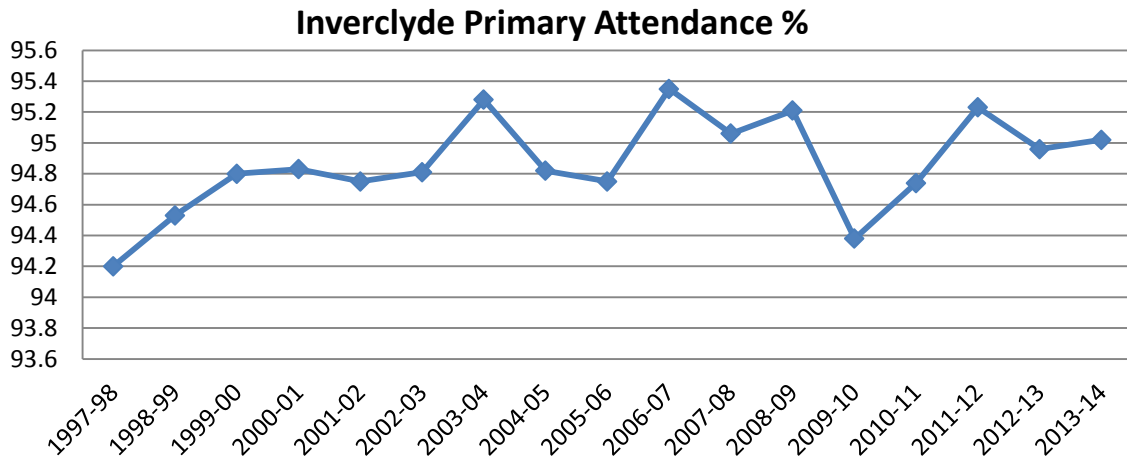
The Scottish Government published a Literacy Action Plan in 2010 with an overarching vision “to raise standards of literacy for all levels from early years to adulthood”. Following this, the Scottish Government launched the Literacy Hub initiative in order to contribute to improving literacy outcomes. The key aim was to tap into a range of good practice in literacy in local areas through facilitating the sharing of approaches to literacy systematically between authorities.

Five ‘hub’ authorities were identified because of their commitment to improving literacy outcomes and they were asked by Scottish Government to develop a consortium-based approach to sustaining improvements in literacy which would have a key and proactive role for the educational psychology service.

Inverclyde has been involved in this highly successful 2 year project aimed to improve pupil reading comprehension and higher order literacy skills through the sharing of best practice across West Dunbartonshire, Inverclyde and Renfrewshire in pilot schools. The Hub model led to the Reciprocal Teaching approach being shared and implemented well over two academic years in St Patrick’s primary school. Through collaborative working and by opening and maintaining a professional dialogue, teacher knowledge, understanding and confidence with teaching reading has improved. These findings are supported through both quantitative and qualitative research.

The systematic delivery of Reciprocal Teaching training and whole school implementation is planned and underway. In Inverclyde a core group of professionals including Head Teachers Literacy Coordinators, and educational psychologists are developing capacity to be able to share the approach within the authority.

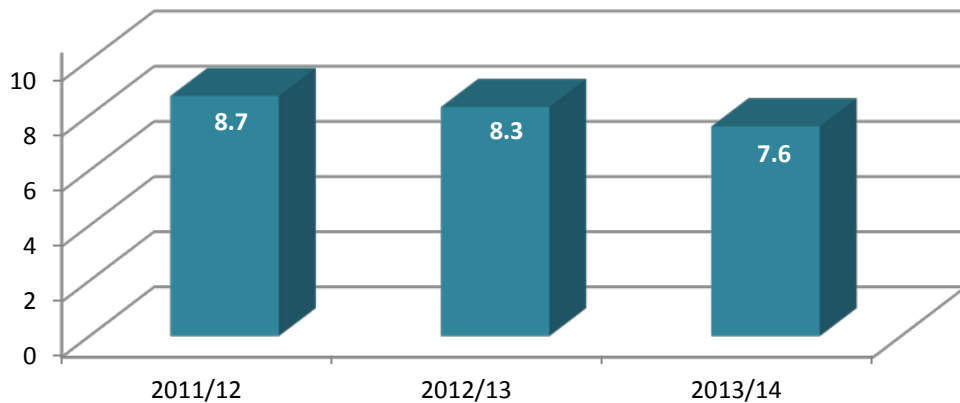
## Attendance in our Schools



## Sickness Absence Teachers

The sickness absence rate for teachers fell for the second consecutive year in 2013/14.

**Days lost due to sickness absence (Teachers)**



### Scottish Education Awards

Clydeview Academy was nominated for a Scottish Education Award for their work in partnership with parents.

Members of the Parent Council shadowed the head teacher to gain an understanding of the complexities of the HT's remit and his personal involvement and support for pupils. Other parents followed different pupil groups to understand the transition programme and to see what pastoral and curricular support is available for all students. They then fed back their experiences to the Parent Council.

Almost 250 parents attended an evening of information from the Parent Council and were able to engage in a series of lessons featuring cooperative learning, peer and self-assessment, active learning and a variety of Assessment is for Learning techniques as demonstrated by students who became the teachers for the evening. In addition, a 'Back to the Future' afternoon was organised for 40 parents who joined lessons in nine departments. Parents were encouraged to look for Assessment is for Learning, the language of skills, cooperative and active learning. A plenary session with the Head Teacher, Parent Teacher Group and chair of the Parent Council discussed what has been observed and noted feedback.

The Parent Council and the school are driving these initiatives together. Pupils have been given the opportunity to share their understanding of the learning process with their parents and the whole school community has benefited. Barriers have been broken down as teachers open up their classrooms and parents become more knowledgeable about the 'workings' of the school.

## Building Partnerships

In conjunction with West College Scotland, approximately 90 S4 pupils from Inverclyde secondary schools took part for the first time in taster sessions in a variety of areas including Construction, Technology, Beauty and Employability during the SQA exam diet. Almost all pupils reported enjoying the sessions and finding them useful.

### National Teen Tech Competition

For the second consecutive year Notre Dame High School was successful in being category winners in the National Teen Tech competition. Last year's finalists are now involved in a Digital Task Force which will report back on its findings to a Parliamentary sub-committee.

#### Gibshill Children's Centre

Gibshill Children's Centre held a successful science week, working collaboratively with St. John's Primary School, to develop children's knowledge and skills in science.

#### Binnie Street Children's Centre

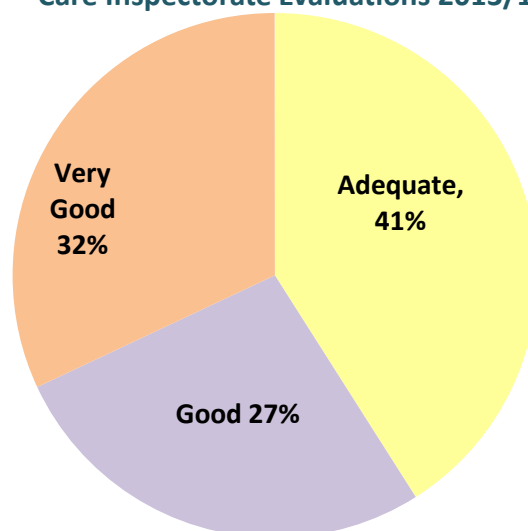
Binnie Street Children's Centre has an effective home lending library for the children. At the end of term celebration in 2014, Moira Munro, Glasgow author/illustrator entertained the children.

## Care Inspectorate Inspections 2013/14

The Care Inspectorate grade separate aspects of care, using a 6 point grading scale ranging from Unsatisfactory (1) to Excellent (6). The adequate grade represents performance that is acceptable, but which could be improved. Grades of good, very good and excellent represents increasingly better levels of performance.

	Date of report	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Moorfoot Nursery Class	September 2013	Good	Good	Good	Adequate
Rainbow Family Centre	September 2013	Not Assessed	Not Assessed	Good	Good
Whinhill Nursery Class	October 2013	Very Good	Very Good	Very Good	Very Good
Wemyss Bay Nursery Class	November 2013	Adequate	Adequate	Good	Good
Gibshill Children's Day Centre	November 2013	Good	Very Good	Very Good	Very Good
Lady Alice Nursery Class	November 2013	Adequate	Good	Adequate	Adequate

### Care Inspectorate Evaluations 2013/14



#### Moorfoot Nursery Class

“Children who attend this service are happy and confident and have good relationships with staff and each other. They have access to a good range of toys and equipment and the playroom is bright and welcoming. Parents are happy with the service provided. They feel they are given lots of information about the service and that their views are welcomed. Management and staff are committed to the ongoing development of the service”.

*Care Inspectorate, September 2013*

#### Rainbow Family Centre

“Management and staff displayed a sensitive and respectful approach towards supporting children and their parents ... We found the service was performing well in the areas covered by this inspection. Staff are well supported by a motivated acting head of centre. The whole team demonstrated a very positive approach towards the continued development of the service”.

*Care Inspectorate, September 2013*

### Whinhill Nursery Class

“The staff team were warm and friendly which helped to create a welcoming Environment. We heard staff using praise well to develop children's confidence and self-esteem. During the inspection visit the children were observed to be happy and confident. The staff team work well together and are well supported by the head teacher”.

*Care Inspectorate, October 2013*



### Gibshill Children's Day Centre

“The children were happy and relaxed and were seen to have good relationships with the staff. The acting head and acting depute work very well together to support the staff team. We saw children have fun taking part in a variety of interesting activities. Management and staff have created a friendly, welcoming and rights respecting environment for children and parents/carers”.

*Care Inspectorate, November 2013*

### Wemyss Bay Nursery Class

“Staff are well supported by an enthusiastic and motivated head teacher. Parents told us they were happy with the service provided. This was confirmed by the parents in their responses we received in our questionnaires and parents we spoke to on the day of the inspection”.

*Care Inspectorate, November 2013*



### Lady Alice Nursery Class

“The service continues to meet children's needs well. The staff are very attentive to the children and know them well. The improved environment means there is more space for the children to engage in a wider range of activities ... All involved with the service have been committed to improvement and the results can clearly be seen in all aspects of the service”.

*Care Inspectorate, November 2013*

### Bluebird Family Centre

“The service had a very good approach to involving children and parents in assessing and influencing the quality of care and support provided.”

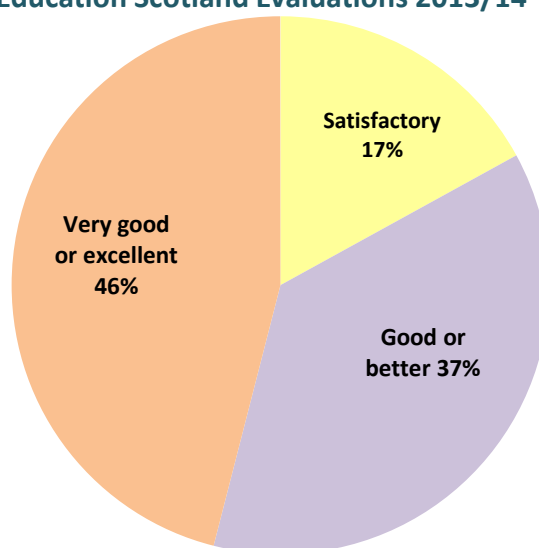
*Care Inspectorate, 2013*

## Education Scotland School Inspections 2013/14

During the academic session 2013/14, Education Scotland published inspection reports on five educational establishments in Inverclyde. This included 1 secondary school, 2 primary schools (including a nursery) and 2 children's centres.

	Date of report	Improvements in performance	Learners' Experiences	Meeting Learners' Needs	The Curriculum	Improvement through self-evaluation
Wellpark Children's Centre	November 2013	Satisfactory	Good	Good	Good	Satisfactory
Kilmacolm Primary School	January 2014	Very Good	Very Good	Very Good	Good	Very Good
Kilmacolm Nursery		Satisfactory	Satisfactory	Satisfactory	Good	Very Good
Notre Dame High School	March 2014	Very Good	Very Good	Good	Good	Good
St Joseph's Primary School	April 2014	Very Good	Very Good	Good	Good	Good
Glenbrae Children's Centre	July 2014	Very Good	Very Good	Very Good	Very Good	Very Good

### Education Scotland Evaluations 2013/14



#### Wellpark Children's Centre

"Children learn and achieve well at nursery. Children under three are becoming confident in making choices about what they want to do. Children aged three to five are lively and keen to learn ... All staff are committed to improving the nursery. Staff place a strong emphasis on meeting the care needs of all children. Relationships between children, staff and parents are positive".

#### Kilmacolm Primary School

"Children's learning and achievement in Kilmacolm Primary School are of a high quality. Children are proud of their school and enthusiastic about their learning ... The School has a very welcoming and inclusive ethos and it promotes equality and diversity very successfully. The head teacher leads the School very well".

*Education Scotland, January 2014*

### Notre Dame High School

“Relationships between young people and staff are very positive. Young people enjoy active learning approaches which provide them with opportunities to investigate, discuss and reflect ... Young people achieve significant success in a wide range of activities, both in and outwith school ... The School provides a curriculum that offers young people opportunities to achieve, as well as for personal and spiritual growth”.

*Education Scotland, March 2014*

### Glenbrae Children’s Centre

“Across the nursery children learn and achieve very well. Children under three are actively involved in high quality play experiences ... Staff are skilled in supporting individual learning and development needs. They provide learning environments which are stimulating and encourage children to make choices and decisions in their play”.

*Education Scotland, July 2014*

### St Joseph’s Primary School

“Children enjoy learning and are very proud of their school. They respond positively to the various active approaches to learning in classes and across the life of the school ... Children are making very good progress across their learning ... Staff have created a very supportive and caring ethos across the school. They give high priority to meeting children’s personal and learning needs”.

*Education Scotland, April 2014*

For the full Inspectorate Inspection report for any of the above establishments please click on the following links:



[Moorfoot Nursery Class](#)  
[Lady Alice Nursery Class](#)  
[Rainbow Family Centre](#)  
[Gibshill Children's Day Centre](#)  
[Wemyss Bay Nursery Class](#)  
[Whinhill Nursery Class](#)



[Kilmacolm Primary School](#)  
[Wellpark Children's Centre](#)  
[Notre Dame High School](#)  
[St Joseph's Primary School](#)  
[Glenbrae Children's Centre](#)



## Music

### Wind Orchestra

The Inverclyde Schools' Wind Orchestra took part in the National Concert Band Festival Scottish Regional event in November 2013 where their performance earned them a Platinum Award. This award resulted in an automatic invitation to the National Finals of the National Concert Band Festival in Manchester where they achieved a Gold Award.

The Schools' Wind Orchestra also took part in the Scottish Concert Band Festival Regional event in December 2013 and once again gained a Platinum Award and an invitation to the Scottish Concert Band Festival National Finals in Perth where they gained a Gold Plus award.

### Schools' Concert Band

The Inverclyde Schools' Concert Band participated in the Scottish Concert Band Festival Regional Event in December 2013 and achieved a Silver Award for their performance.

### Choirs

In June 2014 the Inverclyde Schools' Senior and Junior Choirs performed in the BBC Choir of the Year Competition and were both nominated 'Choir of the Day' in their respective categories.

The Inverclyde Schools' Senior and Junior String Orchestras took part in the Glasgow Music Festival.

### Let the Games Begin

In June 2014 every Primary 5 pupil in Inverclyde performed in Greenock Town Hall over 3 days in a special initiative entitled 'Let the Games Begin' to coincide with the Commonwealth Games in Glasgow. The project rolled over into July when a selected group of performers attended a week long course in the Beacon Arts Centre that included a performance of some of the songs during the arrival of the Queen's Baton. The week culminated in two performances for the general public in The Beacon Theatre providing performers with the opportunity to experience and take part in a theatrical performance.

In addition to the above, all of our Authority Music Groups performed to their usual high standard at our Annual Christmas Concert and Gala Concert in March to a very appreciative capacity audience in Greenock Town Hall.

## Nurtured

Inverclyde Council aims to provide education services of the highest quality to meet the needs of our communities. Schools and school accommodation have a wider role to play in providing resources not only for pupils but also to the broader community to support regeneration, lifelong learning, leisure and community services.

Inverclyde Council has an ambitious £210 million school estates programme, which is delivering new and refurbished schools that are amongst the best in the country.

Completing the refurbishment of the secondary school estate, in December 2013, a brand new £44 million combined school campus was officially opened in Port Glasgow. The Port Glasgow Community Campus, which is one of the biggest school builds in Scotland, hosts Port Glasgow High School, St Stephen's High School and Craigmarloch Additional Support Needs School. Both high schools have their own entrances, but foyer and teaching areas are linked through a shared social hub. The hub also connects to Craigmarloch, giving access to shared facilities in art, science and technology, music, sports and drama.



The shared campus is the first of its kind in Scotland, offering additional support needs education from nursery through to secondary, with strong links to two high schools.

*Port Glasgow Shared Campus*

In August 2013, St Columba's High School moved into its new £15million fully refurbished accommodation in Gourock. The school boasts a gym, games hall, fitness suite and 4G all-weather pitch. There is also a multi-use games area and all facilities are available for community use outwith school hours.

The completion of these two secondary schools means that all children in Inverclyde of secondary school age are educated in a brand new or refurbished, state of the art school. Our communities also have access to an essential resource that is helping with the regeneration and sustainability of their area.



*St Columba's High School*

## Early Years Collaborative

Inverclyde Nurturing Collaborative (Early Years) aims to encourage all community planning partner services with a responsibility for children aged from pre-birth to 8 years, to engage in the Scottish Government Stretch Aims and Key Change areas and the Model for Improvement by March 2015. The priority key change areas for Inverclyde are:

- attachment and child development
- addressing child poverty
- developing parenting skills and family engagement to meet parents' needs.

There has been some significant progress in the development of practitioners and managers who have been involved in the Nurturing Collaborative. Many of them have an understanding of the need to establish clear aims and measures around the work that they are developing and some are using the data collated to learn and make improvements in their service delivery.

## Nurturing Educational Establishments

Schools and nurseries in Inverclyde are moving forward on the journey to embed nurture across their establishment through the use of self-evaluation, training and strategic direction. They are making strong links between nurture and other drivers, such as restorative and solution oriented approaches. The 'Nurturing Establishments Action Group' made up of staff from the Educational Psychology Service, HQ and educational establishments has developed a training plan to ensure that all establishments are assisted in moving forward with nurture and have been developing materials to support this.

### Larkfield Children's Centre

Larkfield Children's Centre received a grant from the Edina Trust which was used to fund science projects on lifecycles – eggs to chickens, caterpillars to butterflies.

## Improving Outcomes for Looked After Children and Young people

In 2012 our Strategic Leadership Development Group (SLDG) made up of experienced Head Teachers and senior local authority staff from Inverclyde participated in the senior leadership opportunity through the Virtual Staff College funded by Scottish Government. The group chose as its significant issue to improve outcomes regarding looked after young people. The SLDG has since then continued extending to become an interagency group and the work in 2013/14 has continued. The main priorities are:

- Improved attainment / achievement of all children and young people who are looked after
- Exclusion rates for Looked After young people to be lower than national average
- Self-evaluation Audit to build up an accurate picture of outcomes for children who are looked after to provide strongly evidenced baseline information
- Improved parenting skills at universal as well as targeted levels
- Involvement of young people who are looked in the project and change process
- Training and staff development at all levels within Inverclyde

## Exclusions

Overall, the number of exclusions for our looked after children has fallen from 565.7 per 1,000 pupils in 2010/11 to 242.7 per 1,000 pupils in 2013/14

Within the primary sector, the number of exclusion has fallen from 130.4 exclusions per 1,000 pupils in 2010/11 to 92.4 exclusions per 1,000 pupils in 2013/14.

Within the secondary sector, the number of exclusion has fallen from 968.1 exclusions per 1,000 pupils in 2010/11 to 351.9 exclusions per 1,000 pupils in 2013/14.

## The Recruit

In 2013/14 our flagship Recruit programme achieved its highest number of jobs for candidates. The Recruit is a personal development programme, involving motivational tasks, challenges and personal development sessions. 29 young people from S5/S6 in Inverclyde's secondary schools participated in the award winning personal development programme. 16 young people, which is more than half of the programme's candidates, were offered jobs from local organisations and businesses. In addition, the Recruits managed to raise a record £12,000 for Ardgowan Hospice in Greenock throughout the programme, which brings the total amount of money raised over the course of the eight year programme to over £77,000.



### Ailemill Primary School

Ailemill Primary School engages in Big Circle Time which ensures that every single pupil has the opportunity to reflect and comment on the school. Primary 6 and 7 pupils were provided with leadership training in partnership with Fiona McNeil Associates which has furthered the development of leadership skills which are used to support learning.

### King's Oak Primary School

The school values of Honesty, Empathy, Respect and Encouragement have been agreed with all stakeholders. Those values guide policy development within the key areas of school improvement and are taught through a pupil friendly code.

All adults in King's Oak share responsibility for creating a positive, supportive ethos and building respectful relationships built on trust.

## MALAWI Partnership Programme

In 2013/14 we continued to develop our partnership with schools in Malawi. This partnership has been sustained since 2007 and new schools are currently looking to join, both here and in Malawi. Each partnership explores Scotland and Malawi in a context for learning about rights, exploring Global Citizenship and challenging perceptions and stereotypes of the world beyond the everyday experience of pupils and teachers in Scotland and Malawi.



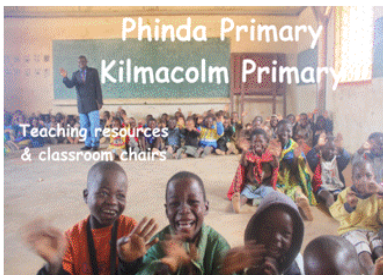
**Global Citizens**



**Faillte Malawi**

**Muli bwanji Inverclyde**

Based on established school partnerships between Inverclyde and Malawi, each partner explores Scotland & Malawi in a context for learning about rights, exploring Global Citizenship and challenging perceptions and stereotypes of the world beyond the everyday experience of pupils and teachers in Scotland and Malawi.



In Malawi, 3 teachers, Mackson, Florence and Henderson coordinate, support and communicate to Inverclyde the work of the Malawian partner schools.

Robert Lamb coordinates the work of the Inverclyde partners with support from representatives from each Inverclyde school. Please contact Robert if you require any further information on any aspect of the Inverclyde Malawi Partnership.



## Plan Bee

Plan Bee is a Commonwealth Games Legacy Project, to provide an educational service and practical demonstrations to schools on beekeeping. The overall aim is to highlight the global decline of wild honeybee populations and also the collapse of many managed hives, all due in different measures to farming practices, land management changes, pesticide use, the varroa mite and other external factors.

Recent research has shown that diversity of bee species is actually higher in urban areas than on farmland. This project was therefore seen as an excellent way to take local action which helped address a serious global environmental issue.

Through funding of £2,000 provided through Lower Clyde Greenspace, based within the Council's Regeneration and Planning Service, a roof hive will be installed on the new roof garden within St Stephen's Secondary School at the Port Glasgow Shared Campus. To support this, a series of class based lessons and demonstrations will be delivered by Plan Bee, the company running the initiative.

### 'Are Ye Askin'?

Our Schools' Jazz orchestra shared the stage with the Capitol Big Band in Greenock Town Hall in a partnership event with Rig Arts. 'Are Ye Askin'?' was a project involving local primary schools and the wider community exploring the music and styles of the 'big band' era.

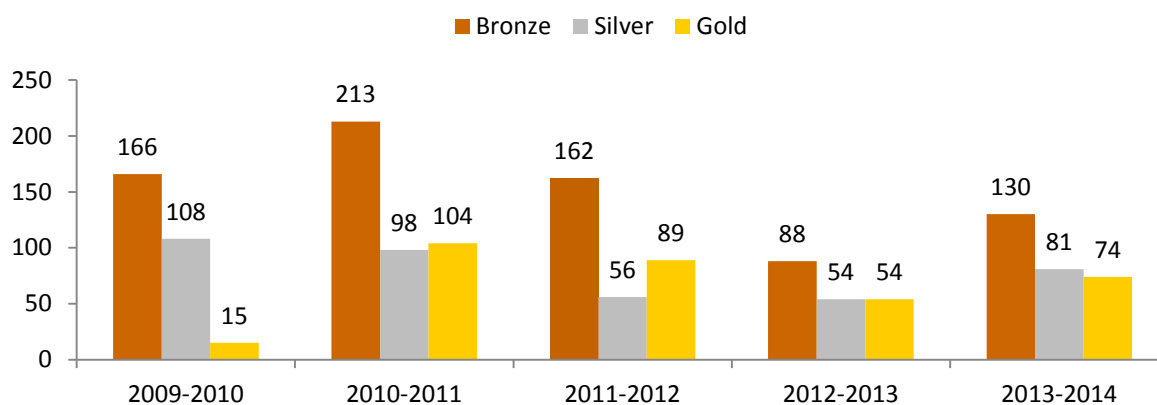
The inter-generation project involved the public, volunteers, six primary schools, three high schools, film makers, musicians, songwriters, dancers, artists and a professional researcher.

The project included a song writing competition for the schools involved won by the pupils of St Francis' Primary School.

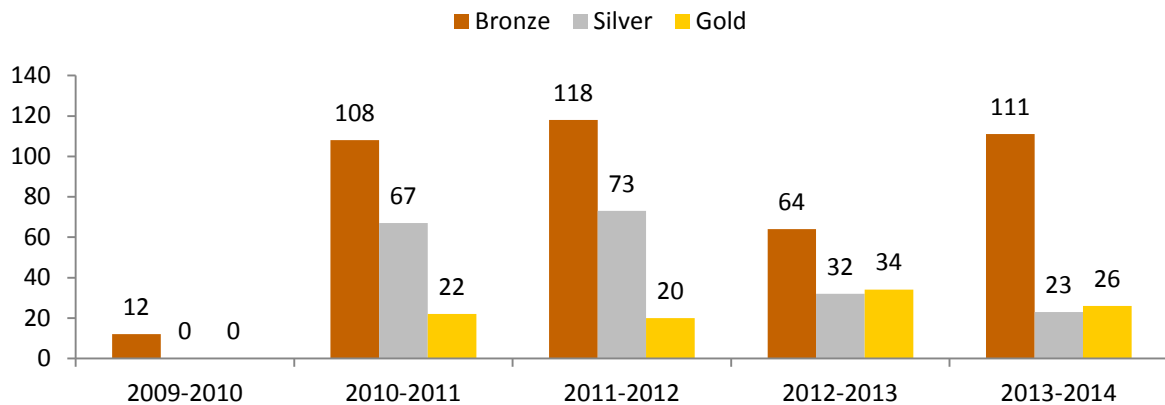
## Duke of Edinburgh Award Scheme

The following tables illustrate the achievement that has been made across all categories of the Duke of Edinburgh Award Scheme.

### Inverclyde New Entrants



## Inverclyde Awards Gained



### Other Awards

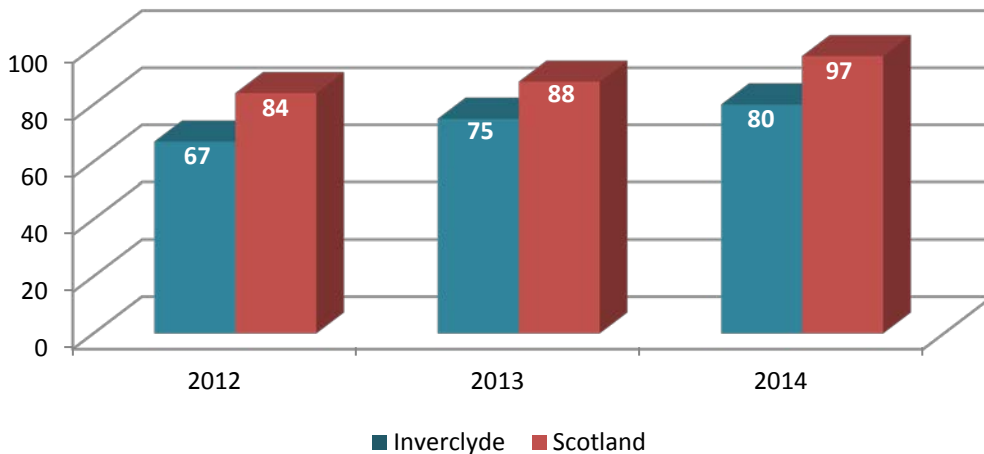
In 2013, 57 young people achieved a Youth Achievement Award whilst in 2014, 34 young people successfully achieved the new Dynamic Youth Award, which was introduced by Community Learning and Development. Both these awards are SCQF rated.

## Active

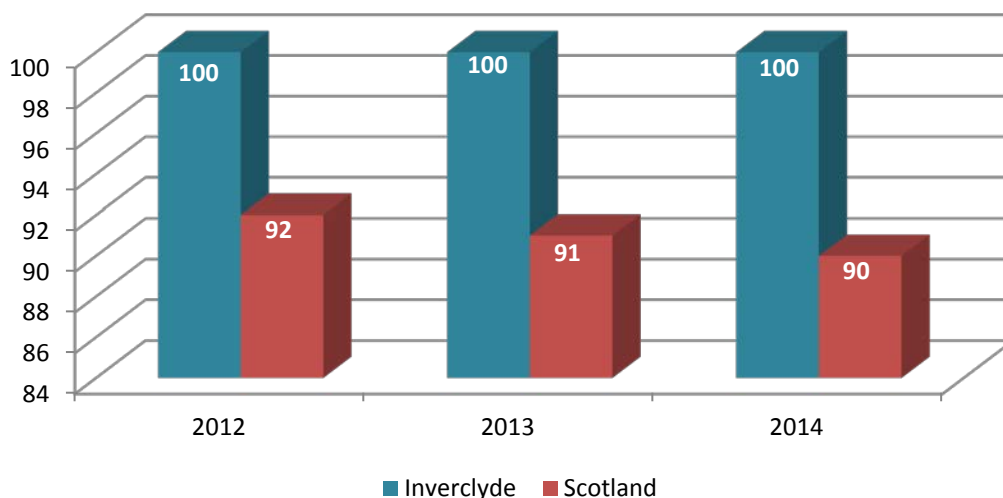
Increasing the amount of physical education pupils receive in schools has been a government priority for a number of years. Increased physical activity can have a positive impact on a pupil's health, educational attainment and life chances. In 2011, the Scottish Government made a commitment to ensure that by 2014, every pupil will benefit from at least two hours of Physical Education in primary school and two periods (100 minutes) in S1 to S4.

In 2014, 100% of our secondary schools achieved the Scottish Government target, however only 80% of our primary schools met the target. To improve on this, a PE implementation plan has been completed and will be implemented up to 2016. PE champions have been identified in every school and a PE co-ordinator has been appointed. We have also identified 6 primary schools that we will work with to increase the number of schools meeting the target of 2 hours of quality PE per week.

**Percentage of primary schools meeting PE target**



**Percentage of secondary schools meeting PE target**





## Port Glasgow Community Campus

The move of Port Glasgow High School and St Stephen's High School to the Port Glasgow Community Campus has invigorated the extra-curricular sports programme with a wide range of activities organised in partnership between the schools, running before and after the school day.

## Commonwealth Games 'One Year to Go' Celebration

### Festival of Sport

More than 900 primary and secondary pupils competed in two days of sporting events held at Ravenscraig Stadium to celebrate the Commonwealth Games.

The festival was opened by six pupils from each school who paraded around the Ravenscraig track with the Active Schools specially designed baton in front of all the cheering participants and supporters. The baton had travelled 21 miles to every school in Inverclyde in the previous week to help raise awareness of the Commonwealth Games. Over 60 children from each school had the opportunity to carry the baton and hand it over to the next school.

Each team had been allocated a country and teams sported the colours of their country and carried the national flag around the track before competing.

Over the course of the 2 day event all primary 7 pupils from across the authority took part in the festival, competing in four sports for gold, silver and bronze medals in netball, hockey, athletics and rugby whilst S1-2 pupils competed in three sports; netball, athletics and rugby.

National athletes, Rachel Holmes and William Marshall, presented the medals to the winners.





Inverclyde Schools Queen's Baton Handover  
Clydeview Academy to Gourrock Primary



Duncan Bannatyne accompanied by children from  
Inverclyde Athletics Club

## Inter Authority Event at Linwood On-X

The first ever inter authority games took place on 16 June 2014. This involved Inverclyde, East Renfrewshire, Glasgow and Renfrewshire Councils. The event was to celebrate sport throughout the schools and sought to inspire, motivate and encourage pupils.

All councils held their own local qualifiers and the winners went on to represent their authority at the games.

Winning teams were given gold, silver and bronze medals in the following events:

- Netball (for S1 & 2)
- Badminton (for S3 & 4)
- Athletics (for S1 & 2)
- Rugby (S5 & 6).

Inverclyde was successful in winning the Netball event.

### Moorfoot Primary School

Primary 7 pupils from Moorfoot Primary School reached the West of Scotland finals of the Lloyds TSB Scottish Schools Football Junior Sevens Finals.

### Blairmore Nursery School

Children from Blairmore Nursery School took part in football coaching sessions with Morton Community Development Trust which developed their emotional, literacy and physical development skills.

## Respected and Responsible

### Rights Respecting Schools

The Rights Respecting Schools Award (RRSA) is a UK-wide initiative for all children and those working with or for children in formal education. The Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships – between teachers/adults and pupils, between adults and between pupils.

During 2013/14 a further 3 Primary Schools in Inverclyde achieved Level 1 accreditation. This means that 9 primary schools in Inverclyde have achieved RRSA Level 1 accreditation and 2 primary schools have achieved Level 2 accreditation. One secondary school has achieved Level 2 accreditation and 3 further secondary schools have registered for the Award.

Craigmarloch School, which is an additional support needs school for both primary and secondary school pupils, has also achieved RRSA level 1 status.

#### Level 1 Accreditation:

Gourock Primary School  
Inverkip Primary School  
St Francis' Primary School  
St Joseph's Primary School  
St Mary's Primary School  
St Michael's Primary School  
St Ninian's Primary School  
Wemyss Bay Primary School  
Whinhill Primary School

#### Level 2 Accreditation:

Newark Primary School  
St Andrew's Primary School  
St. Columba's High School

#### St Columba's High School

Inverclyde's St Columba's High School has become the first secondary school in Scotland to receive a Level 2 Rights Respecting School Award by UNICEF UK. The Level 2 Award is the highest given by UNICEF UK and shows a deep and thorough commitment to children's rights at all levels of school life.

UNICEF UK Deputy Executive Director, Anita Tiessen, said: "The School very much impressed (me) with how pupils and staff have fully embraced the rights-respecting ethos. Children at St Columba's understand their rights, show respect for each other and are empowered to be positive, engaged citizens. It is great to see how St Columba's High has truly put the UN Convention on the Rights of the Child at the heart of their school and we are very pleased that they have become the first secondary school in Scotland to achieve the UNICEF UK Level 2 Rights Respecting Schools Award."



#### Newark Nursery School

Development of Rights-based Learning in Newark Nursery School featured on an Education Scotland DVD which was launched at the Scottish Learning Festival in September 2013.

## Environmental Awareness

During 2013/14, 15 energy efficiency presentations were delivered to 342 pupils in four educational establishments. The presentations were incorporated into a number of school environmental initiatives, for example, National Engineering and Science Week which was held on 17-21 March 2014. Presentations on the subject of energy efficiency support delivery of a number of Experiences and Outcomes of the Curriculum for Excellence including Science Social Studies and Health and Wellbeing.

Support was made available to primary schools to help them deliver the 'action on energy saving' component of their School Green Charters. The Council worked with the Carbon Trust in Scotland to devise an energy efficiency lesson for P5-7 (which could also be adapted for younger pupils).

The importance of recycling was promoted through the delivery of 37 presentations at primary schools and pre-5 establishments. Engaging with parents to convey the recycling message took place in a number of ways, including 11 information sessions held at parents' events and environmental awareness weeks in nurseries and primary schools.

### ECO Schools

In 2013/14, 10 schools in Inverclyde had achieved Green Flag status.



### Recycling

In 2013/14 the Waste Strategy Communication Campaign reached 2000 people at 17 educational establishments.



### Fair Trade

Inverclyde's schools played a key role in the Council being awarded Fair Trade status in December 2013.

In 2013/14 8 schools had achieved Fair Trade status and another 10 schools were working towards Fair Trade status.

## Included

### School Leaver Destination Results

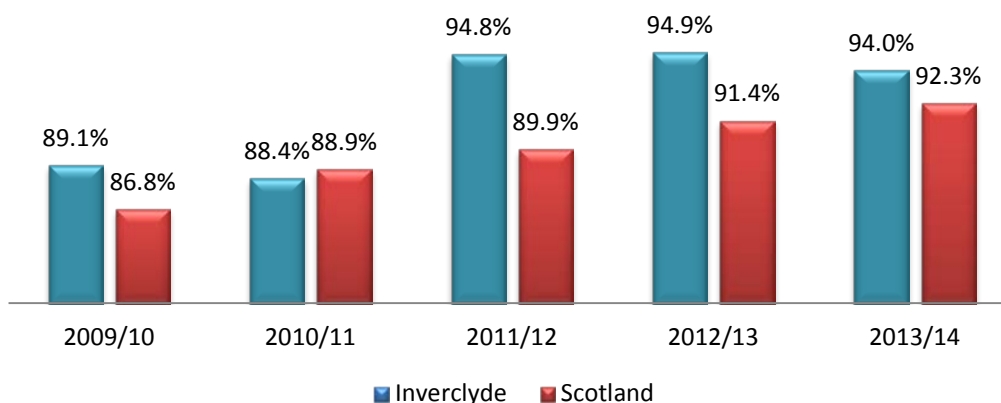
School leaver destination results are published annually for every local authority area. In 2013/14, the percentage of pupils in Inverclyde that progressed into positive destinations had fallen marginally on 2012/13 levels, from 94.9% to 94%. In 2013/14, Inverclyde had the sixth highest level of positive destinations in Scotland.

A follow up exercise will be carried out by Skills Development Scotland in March 2015. The purpose of the follow up exercise is to measure the percentage of young people who have remained in a positive destination.

2013/14 was the 5th consecutive year that Inverclyde's School Leaver Destination Results once again showed no "unknown" young people. This means that all school leavers are known to Skills Development Scotland, who will continue to track them and provide further support to them. Inverclyde is the only local authority area in Scotland to have reported no "unknowns" in all SLDR exercises, and also all SLDR follow up exercises since 2009/10.

	Higher education %	Further education %	Training %	Employment %	Voluntary work %	Activity Agreement %	Unemployed Seeking %	Unemployed Not Seeking %	Unknown	Total Positive %
Inverclyde	36.9	30.7	3.8	21.1	0.5	1.0	5.4	0.6	0.0	<b>94.0</b>
Scotland	38.6	26.3	4.1	21.7	0.4	1.1	6.3	1.1	0.3	<b>92.3</b>
Difference	-1.7	4.4	-0.3	-0.6	0.1	-0.1	-0.9	-0.5	-0.3	<b>1.7</b>

### Percentage of school leavers with a positive destination



## Rainbow Family Centre

The Rainbow Family Centre implemented a new parental participation policy to ensure that appropriate family learning activity and engagement is provided within the Family Centre.

### Positive Relationships and Better Behaviour Policy

When children and young people are nurtured, guided and encouraged, they learn to behave appropriately in a variety of social and educational settings and develop positive relationships. Children and young people who face barriers to learning and development require help, support, strategies and understanding, within a calm, controlled environment.

Inverclyde Council has implemented a Positive Relationships and Better Behaviour policy to support a coherent approach to this area of learning. Our approach is based on a common philosophy:

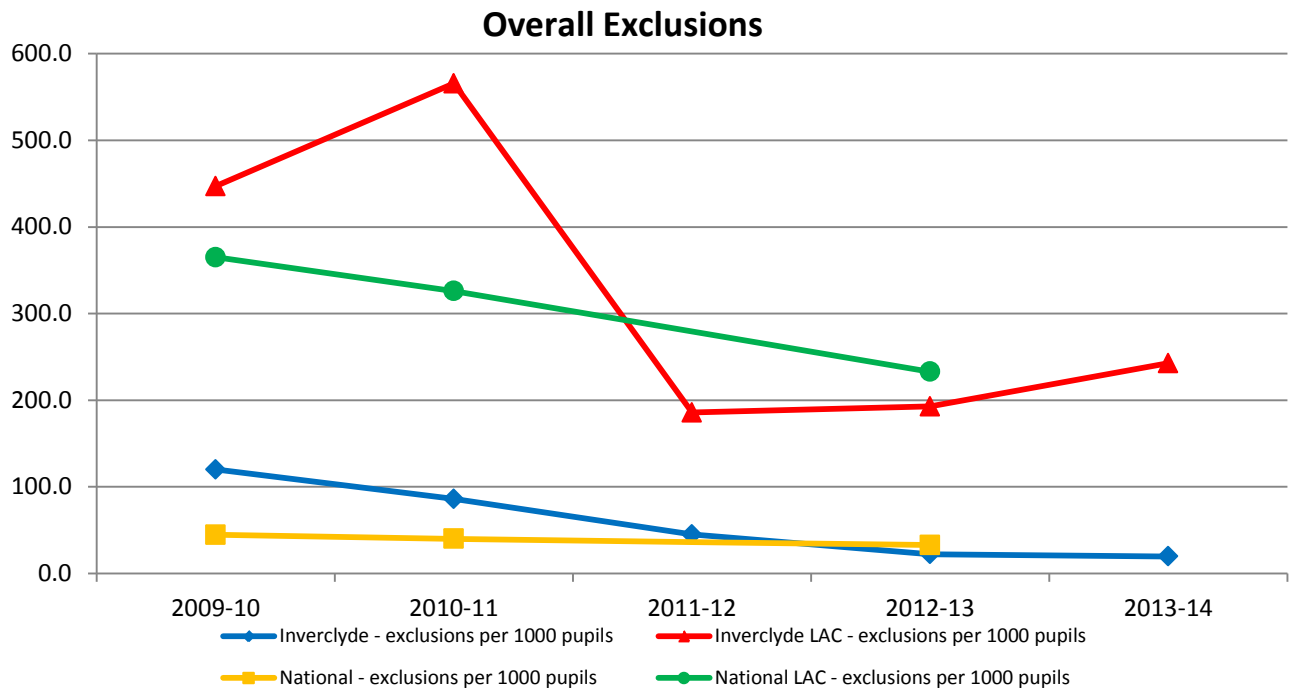
**Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.**

The policy was developed through looking at 3 key aspects of promoting positive relationships and behaviour. These are preventative, responsive and partnerships. The policy was rolled out during 2013/14 and is already having a positive impact.

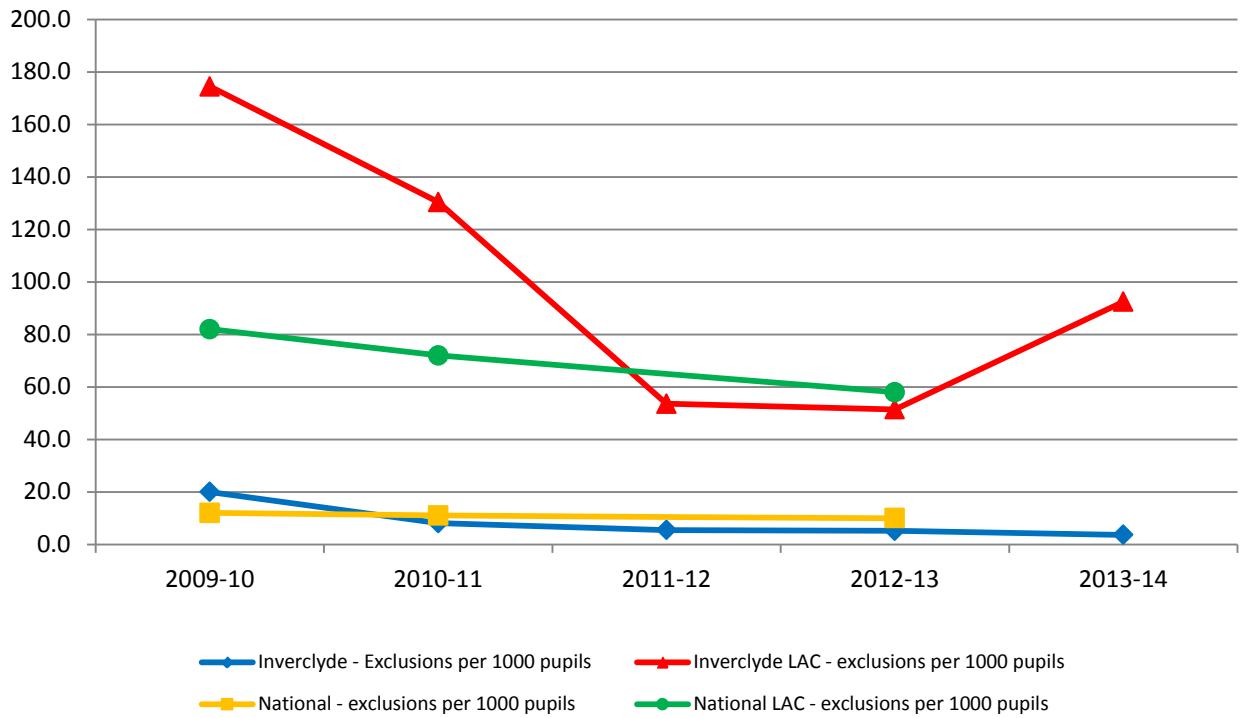
*"I feel good because I can sort out hard situations by myself and I can help younger pupils in the school by talking to them." Inverclyde learner*

## Exclusions

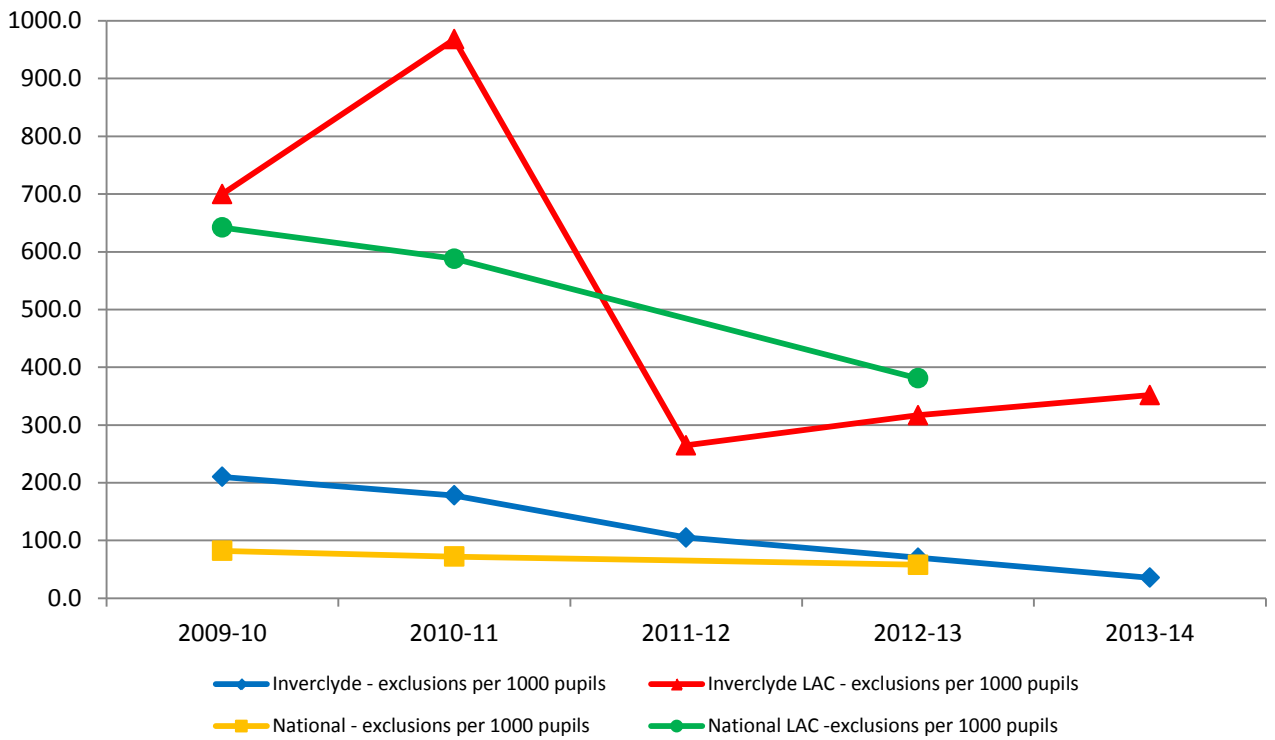
It is well evidenced and researched that children who are excluded are at a higher risk of poor attainment and outcomes than children who are not excluded. Over the last 3 years all establishments have focussed on reducing exclusions and improving outcomes for our pupils. This has been achieved through better targeted support and the implementation of the authority's Positive Relationships, Positive Behaviour Policy.



### Primary School Exclusions



### Secondary School Exclusions





## Identified areas for future development

### Safe

- Embed Mentors in Violence Prevention in all our secondary schools.
- Achieve a further reduction in the incidents of violence, knife crime and bullying.

### Healthy

- Work with schools and young people to take forward the issues arising from the Health and Wellbeing Survey.
- Increase the understanding of the impact of alcohol misuse across S2/3 pupils.

### Achieving

- The full implementation of Curriculum for Excellence across all sectors and all establishments.
- Curriculum for Excellence is fully and effectively implemented across all education establishments by confident staff who are delivering all pupil entitlements, providing high quality learning experiences, developing children and young people as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, and improving outcomes for all children and young people in their care.
- Secondary school libraries to work more closely together to share expertise and resources.

### Nurtured

- Progress the work of the 'Nurturing Collaborative' to help deliver tangible improvements in outcomes and reduce inequalities for vulnerable children.
- Fully implement GIRFEC model and use of wellbeing outcomes through GIRFEC Champions approach.
- Improved attainment for Looked After and Looked After and Accommodated Children.
- Reduce the number of exclusions of Looked After and Looked After and Accommodated Children.
- Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and teaching so that pupils' needs are more effectively met.

### **Active**

- 100% of primary schools achieving two periods per week of quality PE.

### **Respected and Responsible**

- There is a consistent approach and a shared vision of excellent self-evaluation across the Service.
- Embed core functions in continuous improvement work – professional dialogue, development and pastoral support.
- Schools and early years establishments are supported with the implementation of the recommendations from “Teaching Scotland’s Future” (Donaldson Report).
- Develop a more collective approach to continuous improvement and to improving outcomes for all learners further.

### **Included**

- Develop the role of public libraries in primary schools with potential for an eventual integrated service providing efficient, joined up library services for the young people of Inverclyde.
- Improve joint planning with partners to create a network of learning communities with increased community use of schools.