
Report To:	Education & Communities Committee	Date:	03 May 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/34/16/WB
Contact Officer:	Ruth Binks	Contact No:	01475 712828
Subject:	Education Standards and Quality Report – August 2014 to March 2016		

1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education & Communities Committee for consideration and approval, the Education Standards and Quality Report – August 2014 to March 2016 (Appendix 1).

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 – August 2014 to March 2016 is appended to this report.
- 2.3 Whilst our Standards and Quality Report – August 2014 to March 2016 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 from August 2014 to March 2016. 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 from August 2014 to March 2016, 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 2015 and the national data in February 2016.

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 & Communities Committee approves the content and the publication of the Education Standards and Quality Report – August 2014 to March 2016.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

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 – AUGUST 2014 TO MARCH 2016

5.1 This Standards and Quality Report outlines a sample of the activities, developments and successes across Education Services from August 2014 to March 2016 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 is produced on an annual basis.

6.0 KEY ACHIEVEMENTS 2014/15

6.1 Some of the key achievements noted in the Standards and Quality Report – August 2014 to March 2016 include:

- Our bid for the Scottish Attainment Challenge was approved and has been well received. Our promising start has been recognised at local and national levels.
- The percentage of pupils in Inverclyde who progressed onto positive destinations remains higher than the National Average. We are also the only Council in Scotland to have achieved no unknown destinations for the sixth consecutive year.
- The Recruit programme completed year 9, successfully placing 33 young people into employment bringing the 9 year total to 89 jobs and bringing the monies raised for charity to over £90,000.
- The HMle inspection of the Clydeview Learning Community identified the impact on participants as 'excellent' and improvements in performance, impact on the local community and improving services as 'very good'.
- By February 2016 100% of our Primary and Secondary Schools achieved the Government target of 2 hours or 2 periods of PE each week.

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

Finance

7.1 The resource implications fall within devolved school management and authority support to schools.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

- 7.2 This Standards and Quality report fulfils our legal obligations under the Standards in Scotland's Schools etc. (Scotland) Act 2000.

Human Resources

- 7.3 None anticipated.

Equalities

- 7.4 Has an Equality Impact Assessment been carried out?

There are equality implications because of differences in achievement within different sectors of pupils e.g. by deprivation, gender, looked after children etc.

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

- 7.5 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 BACKGROUND PAPERS

- 9.1 Appendix 1.

Inverclyde council

Education Services

Standards and Quality Report

August 2014 - March 2016



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Foreword

Welcome to our Standards and Quality Report for the period August 2014 – March 2016.

This report sets out some of the key achievements of Education Services during this period, and as you will see we have not been working in isolation but instead building on our strong partnership working with key stakeholders for the benefit of all children and young people in Inverclyde. That is why it is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

This report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every children, citizen and community.

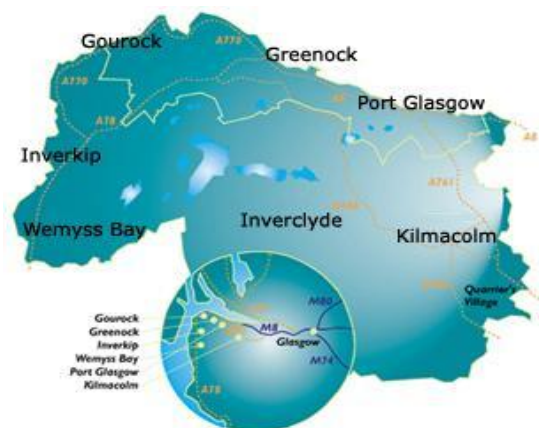


Wilma Bain
Corporate Director
Education, Communities and Organisational Development

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. (SHANARRI) 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 2014/15 there were 5,482 primary school pupils and 4,375 secondary school pupils.

Key Achievements as of March 2016

A few highlights:

- ❖ Mairi McFarlane of King's Oak Primary School won the Head Teacher of the Year Award at the 2015 Scottish Education Awards.
- ❖ The West of Scotland Sports Hall Final was held in Greenock for the first time. Inverkip Primary were awarded the Gold medal and St. John's the Silver.
- ❖ Gourock and Inverkip Primary Schools achieved Gold National School Sports Awards.
- ❖ The Peer Education Group of young people who help deliver the No Knives Better Lives campaign were overall winner of the British Red Cross Humanitarian Awards 2015.
- ❖ The Educational Psychology Service (EPS) self-evaluation of two key themes was successfully validated in May 2015.
- ❖ Two projects were awarded Access to Education Funding. Lomond View Gardeners and an Educational Psychology GIRFEC project.
- ❖ After full refurbishments, Ardgowan and St. John's Primary Schools were officially opened.
- ❖ Our bid for the Scottish Attainment Challenge was approved and has been well received. Our promising start has been recognised at local and national levels.
- ❖ The percentage of pupils in Inverclyde that progressed onto positive destinations remains higher than the National Average. We are also the only Council in Scotland to have achieved no unknown destinations for the sixth consecutive year.
- ❖ Ardgowan Primary School were runners up in the Scottish Education Awards "Making Language Come Alive" category. St. Ninian's Primary School were winners in the Concours de la Francophonie competition run by Institute Francais and SCILT.
- ❖ Both the Wind Orchestra and Concert Band performed at the Scottish Concert Band Regional Festival in December 2015 and both qualified for the Scottish Concert Band National Festival.
- ❖ Inverclyde Senior and Junior Choir performed at a Choirfest in Disneyland in Paris in October 2015.
- ❖ Every P5 pupil across Inverclyde performed a specially commissioned work "Great Scots – the Musical" in Greenock Town Hall in June 2015 as part of our Youth Music provision.
- ❖ Inverclyde schools continue to play a pivotal role in Inverclyde maintaining Fairtrade Zone status.
- ❖ All secondary schools participated in Young Enterprise Scotland Company Programme.
- ❖ The Recruit programme completed year 9, successfully placing 33 young people into employment bringing the 9 year total to 89 jobs and bringing the monies raised for charity to over £90,000.
- ❖ Four Inverclyde students gained a place on the NASA Space programme across in the USA, making up 40% of those chosen nationally.
- ❖ Every School participated in the Science, Technology, Engineering and Mathematics (STEM) challenge in recognition of James Watt's innovations.
- ❖ 23 Schools participated in the STEM "I'm an engineer, I can help here" engineering/flood prevention challenge.

- ❖ The HMIE inspection of the Clydeview Learning Community identified impact on participants as 'excellent' and improvements in performance, impact on the local community and improving services as 'very good'.
- ❖ By February 2016 100% of our Primary and Secondary Schools achieved the Government target of 2 hours or 2 periods of PE each week.

External Inspection evidence from 14/15

Education Scotland School Inspections 2014/15

During the academic session 2014/15 Education Scotland published inspection reports on three educational establishments in Inverclyde.

Establishment	Date of report	Improvements in performance	Learners' Experiences	Meeting Learners' Needs	The Curriculum	Improvement through self-evaluation
St Patrick's Primary	Sept 2014	Good	Good	Good	Good	Good

Clydeview Academy	May 2015	Very Good	Very Good	Very Good	Good	Good
Aileymill Nursery	June 2015	Good	Good	Very Good	Good	Good
Aileymill Primary	June 2015	Good	Very Good	Very Good	Good	Good

From August 2014 until March 2016 the Care Inspectorate visited 15 early years establishments.

Establishment	Date of Inspection	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Blairmore NS	Jan 2015	Very Good	Very Good	Very Good	Very Good
Bluebird CC	June 2015	Very Good	Good	Very Good	Good
Gibshill CC	Jan 2016	Very Good	Very Good	Very Good	Very Good
Hillend CC	June 2015	Excellent	Very Good	Excellent	Excellent
Kelly St. CC	Jan 2015	Very Good	Very Good	Very Good	Very Good
Larkfield CC	Jan 2015	Very Good	Very Good	Very Good	Very Good
Newark NS	Nov 2014	Very Good	Very Good	Very Good	Very Good
Rainbow FC	Sept 2015	Very Good	Very Good	Very Good	Very Good
Wellpark CC	Nov 2014	Good	Good	Good	Good
Aileymill NC	Nov 2014	Very Good	Very Good	Very Good	Very Good
Inverkip NC	Nov 2014	Good	Very Good	Very Good	Very Good
King's Oak NC	Jan 2016	Good	Very Good	Good	Good
Kilmacolm NC	April 2015	Good	Good	Good	Good
Moorfoot NC	June 2015	Good	Good	Good	Good
Wemyss Bay NC	Nov 2014	Good	Good	Good	Good

School Leadership

The Quality and impact of leadership within schools and at all levels

Evidence we gather:

- School and Care Commission inspection reports
- Self-evaluation of schools of HGIOS 4 QI 1.3 Leadership of Change
- Number of aspiring head teachers who are undertaking courses to meet the Standard for

Headship

- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Local Authority validated self-evaluation visits.

At Authority level there have been changes to the leadership team with the appointment of a new Corporate Director and Head of Education. Feedback from schools states that the support from the Authority and strategic direction remains strong. Through the School Review process and analysis of School Improvement Plans the Authority gains an overview of leadership of change at school level. In every HMIE inspection for the period of this report, strong leadership has been identified as a key strength.

Developing leadership at all levels was identified by the Authority as one of the main drivers for the Scottish Attainment Challenge. The “Uplifting Leadership” course, has run for 3 cohorts across Primary and Secondary Schools with 70 staff attending these sessions. Evaluations from the course have been outstanding with all who attended stating that the course had already begun to impact upon their practice. The Head of Service and two experienced Head teachers will continue to run this course in coming years.

The Authority continues to promote system leadership across our schools by encouraging Head Teachers to work together in Cluster school groups. There are some very strong examples of schools working together across clusters to drive forward improvements. Primary DHTs have the opportunity to network on a regular basis through sharing good practice and professional dialogue. Leaders of the Attainment Challenge Schools also meet together on a fortnightly basis to share practice, evaluate impact and to continue to look at data and methodologies to close the attainment gap. Sector specific meetings are used to share practice and feed into whole Authority improvement actions. Head teachers and depute head teachers have been seconded to drive forward improvements across the Authority including leading the implementation of the Attainment Challenge, undertaking a review of Additional Support Needs provision and taking forward the development of data systems.

When a new Head Teacher takes up post, extra support is given by the Quality Improvement Team and an experienced peer Head teacher is allocated as a mentor. Three teachers are currently studying for their Scottish Qualification for Headship and we have one teacher studying for Into Headship.

Leadership has been developed at Masters level in partnership with the University of Glasgow. 22 class teachers are studying the Masters unit “Developing as a leader” and 7 promoted staff are studying the Masters unit “Building a professional learning community”.

Next Steps

- The development of a whole Authority Leadership Strategy so that we see increased participation in leadership programmes and Masters Level leadership programmes.

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Evidence we gather:

- The range of quality professional learning at Masters Level
- Self-evaluation of schools of HGIOS 4 QI 2.3 Teaching, learning and assessment
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities
- Local Authority validated self-evaluation visits.

Newly Qualified Teachers

Our newly qualified teacher (NQT) programme remains a key strength and all newly qualified teachers in 14/15 met the Standard for Full Registration in June 15 and are now registered to teach in our schools. Of these 6 NQTs undertook Masters' level study with Glasgow during their induction year. Feedback from our probationers indicates that they find the courses offered worthwhile and that they are well supported by the QIO and in schools. To this end, 11 teachers were awarded the certificate in Supporting Teachers Learning Masters level study with Strathclyde University.

Career Long Professional Learning Opportunities

We have seen an increased use of the Gateway System to record and reflect on professional learning opportunities for teaching staff. The GTCS requires teachers to be signed off for Professional Update on a 5 year rolling programme. To date we have had a 100% sign off for teachers in Inverclyde.

Inverclyde Council offers a comprehensive programme to support Career Long Professional Learning and to support improvement across the service. These have included:

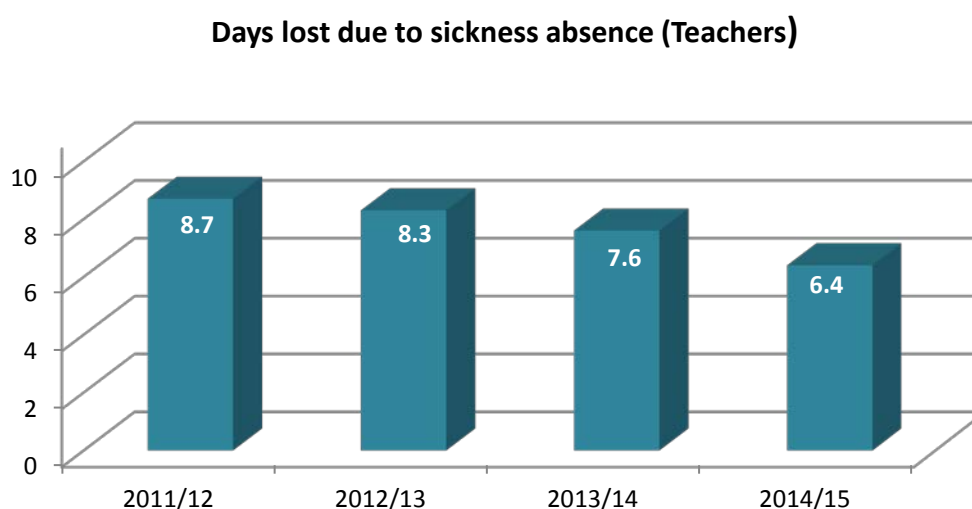
- In partnership with Active Schools and local sports clubs, a programme of Career Long Professional Learning has been set up for PE.
- A comprehensive training programme has been delivered to allow teachers and school leaders to make best use of the SEEMIS management information system. This will help with analysis of data to bring about improvements and the implementation of the Named Person Service.
- Through sessions delivered jointly by Psychological Services, Quality Improvement Officers and Head Teachers, school leaders and Guidance staff have received training on GIRFEC pathways.
- Ongoing training to deliver the 1+2 language initiative which included 9 staff completing the Train the Trainer courses at Strathclyde University, 20 Primary staff completing a

language immersion courses in Malaga and Lyon during the school holidays, 20 staff enrolled in online training supplemented by in school support from our development officer.

- Over 80 staff have been trained in Learning for Sustainability.
- All Secondary Schools have staff trained in Raspberry Pi technology
- Over 30 staff participated in Enterprise /Social Enterprise Training – Micro Tyco and Dragons Den
- School support staff have been trained in Positive Relationships, Positive Behaviour (PRPB), with 5 teaching staff trained as trainers for this course.
- Through developments in Raising Attainment for All and the Early Years Collaborative, schools have been encouraged to take forward small 'tests of change'. 26 people have been trained in the Improvement Methodologies linked to these government initiatives.
- Many opportunities for professional learning have been identified through the Attainment Challenge, including the appointment of coaching and modelling officers to take forward in class training for teachers in literacy, numeracy and nurture. As part of our initiative to close the gap and raise attainment courses have been delivered to Attainment Challenge Schools on Stages of Early Arithmetical Learning and Visible Learning.

Sickness Absence of Teachers

The sickness absence rate for teachers fell for the third consecutive year in 2014/15.



Next Steps

Roll out training, across the authority, which has been shown to have had an impact in Attainment Challenge Schools

Continue with training for the Named Person Service for GIRFEC

Ensure that Authority led learning activities are fully linked to our improvement planning cycle.

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Evidence we gather:

- Feedback from Parent Council Chairs meetings
- Self-evaluation of schools of HGIOS 4 Q1 2.5 Family learning and 2.7 Partnerships
- Quality and impact of Family Learning events
- Questionnaires from inspections and validated self-evaluation visits
- Evidence of parental involvement in School Standards and Quality Reports and School Improvement Plans

Family Learning

Effective partnership working between schools and the CLD Service around the Families and Schools Together (FAST) project has led to a number of Family Learning Groups continuing to meet with support from the CLD Service Adult Learning and Literacies Team. Other family learning activities, include a homework club for parents and a family literacies initiative with Action for Children.

As part of the Attainment Challenge, six Family Support Workers have been successfully recruited by Barnardo's and are linked to each challenge school. There is a range of activities already in place to support children and families, through home support, groupwork and informal activities. Family support workers are participating in various events/activities within each school to promote participation from parents. The workers have been flexible in their response to each school. Groupwork has been identified in all schools to encourage family learning and this has led to ideas for further development in partnership with Barnardo's, schools and the parents. An example of which is a home learning group that has attracted high numbers of parents and children. 48 families are now actively taking part in the groups. The evaluation of recent groupwork highlighted that parents are more confident in helping their children and with being involved in school activities. Head Teachers are now fully aware of the support for families on offer and there are positive working relationships being developed. Referral pathways are in place and by early January, 43 children were being supported through this intervention.

In partnership with CLD, 43 families (approximately 100 children and adults) have participated in a successful pilot for parental engagement and family learning in South West Greenock.

Many schools have held family learning events over the year in order to increase parental engagement. For example, Clydevie held "Teach the Parents" and the Notre Dame Cluster held a science event.

The CLD Service has developed its range of programmes for parents to support their children's health and well-being. Three sessions, cybersafety, alcohol and drug awareness and healthy eating, were delivered to Parent's Meetings and events across most primary and secondary schools.

Partnerships with Parents

Better systems for communicating with parents e.g. Groupcall have been piloted across our schools. Almost all schools now use social media to increase communication opportunities for both parents and pupils.

Professional learning sessions have been delivered to Senior Management Teams and Parent Councils on the Scottish Schools Parental Involvement Act.

Inverclyde Music Services now have a system in place whereby parents are notified at an early stage of any concerns about the progress of pupils, attendance at lessons and pupil attitude.

Authority parental engagement involving the chairs of Parent Councils remains strong through regular, well attended meetings. Chairs have received presentations and contributed to Authority planning for Developing the Young Workforce and the Attainment Challenge. We are also well represented at National level through the National Parent Forum, with regular feedback to Parent Council chairs. One of our PT Maths presented a workshop on Maths at the National Parent Council for Scotland conference.

Educational Psychology Service (EPS) have continued to support schools in Solution Oriented meetings. There has also been a focus on supporting parents and carers and increasing engagement of pupils in these meetings.

There remains strong parental engagement at Authority level through the involvement of parent representatives on working and policy groups e.g. Developing the Young Workforce, the development of online payments etc.

Partnership working

Partnerships across Inverclyde schools and local businesses remain strong. Engagement is increasing further at Authority level through the establishment of a multi-agency steering group to take forward and evaluate Developing Inverclyde's Young Workforce.

We have continued to strengthen our partnership with West College Scotland to offer a variety of qualifications and opportunities for pupils in the Senior Phase.

15 young people are participating in the pilot of a pre apprenticeship Engineering Programme. Inverclyde Council are working in partnership with The Trust, West College Scotland and a number of private sector business partners to deliver the programme including James Fisher Defence, Rolls Royce, Calmac, Texas Instruments, Ferguson Marine and Doosan Babcock

Inverclyde continues to work well and has strong partnerships with other Local Authorities and Education Scotland. Examples of this include being part of National Hubs for improving literacy and numeracy, regular meetings with other Attainment Challenge Authorities and cross Authority training opportunities. We maintain a close link with our Associated Lead Officer and Attainment Advisor from Education Scotland, receiving advice and guidance from them and in turn contributing to training events at a national level. Officers are well represented at national working and steering groups.

Inverclyde schools continue to sustain and develop one of the longest standing partnerships in Scotland. 13 Inverclyde schools are partnered with 11 Malawi schools.

Partnerships with Active Schools

The partnership working with Active schools continues to work well with increasing participation in activities and sessions on offer. Notable features include:

- An increase in the amount of sessions offered
- An increase in the number of pupils participating in the sessions
- An increase in people willing to give up their time voluntarily to lead sessions

Next Steps

Take forward the Developing Inverclyde's Young Workforce Programme.

Ensure that a co-ordinated response to Family Learning is taken forward with partners to ensure impact on attainment.

Assessment of Progress

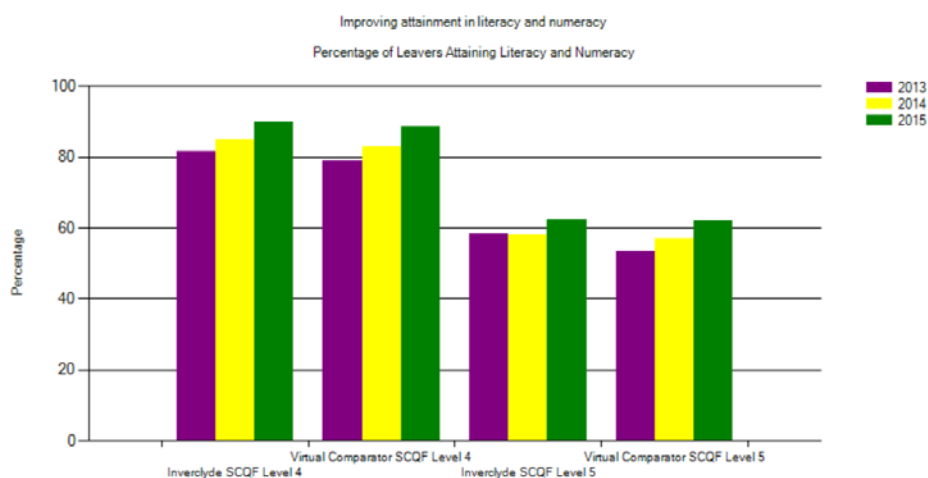
Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

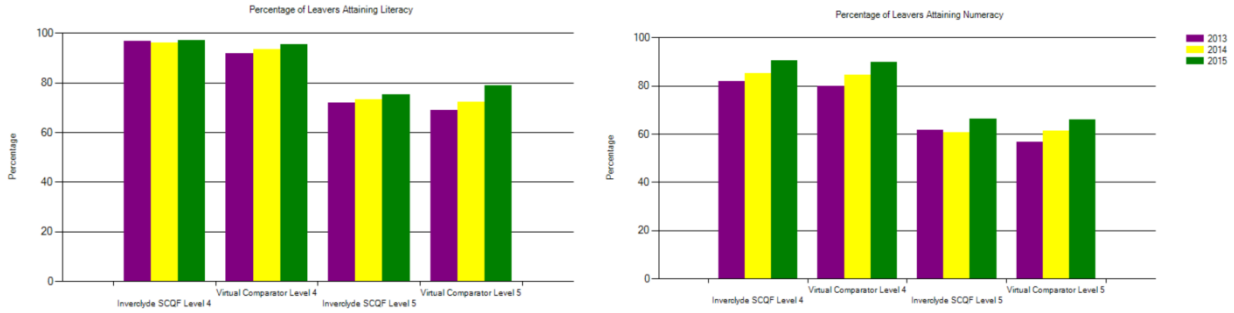
Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S2 which will be available from June 2016
- Data from surveys on health and wellbeing
- Senior phase qualifications and awards data
- School leaver destinations
- Wider achievement awards
- Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement

Senior phase qualifications and awards data

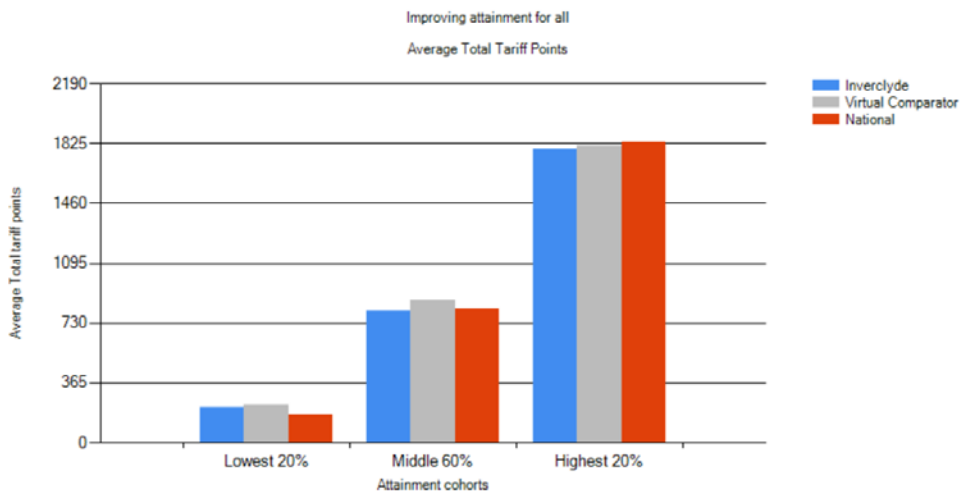
791 young people left Inverclyde schools over 2014-15 with 37 pupils leaving from S4, 158 from S5 and 596 from S6. The attainment of these leavers in Literacy and Numeracy has shown an increase over the last three years at both National 4 and National 5.



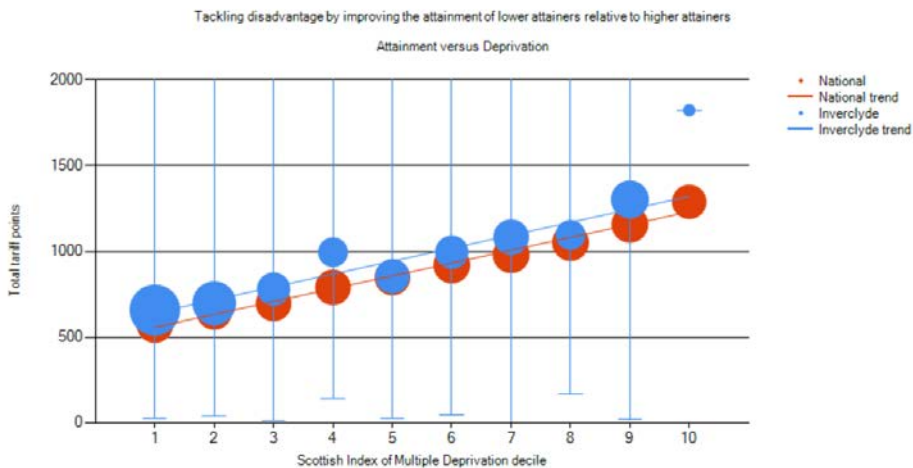


Attainment in literacy at National 4 is higher than our virtual comparator and at National 5 is slightly lower than our virtual comparator for the first time although it shows an improving trend. Attainment in numeracy at National 4 shows an improving trend and is consistently above our virtual comparator. At National 5 attainment is also improving and has gone from being slightly below our virtual comparator last year to slightly above it this year.

The total tariff scores of the lowest attaining 20% is above the national average. The attainment of the lowest 20%, middle 60% and highest 20% is marginally below our virtual comparator.



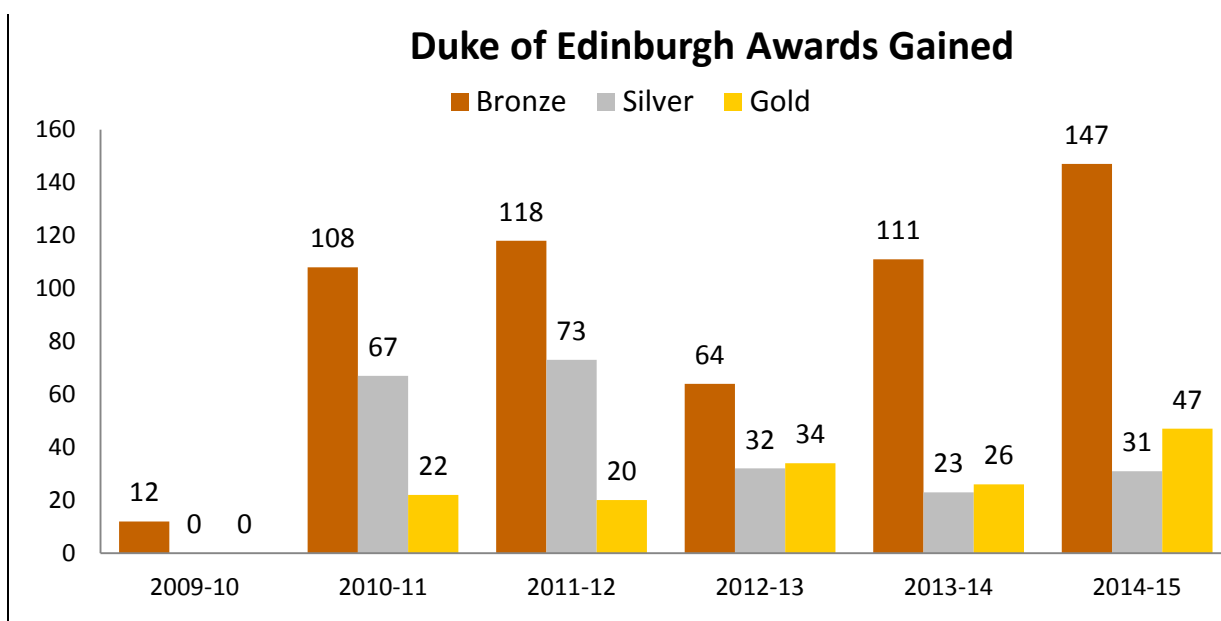
The total tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools is consistently greater than the national trend.



Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

As well as SQA qualifications, pupils learning an instrument have the opportunity to sit exams from both the Associated Board of the Royal Schools of Music and Trinity College.

Completion rates for the Duke of Edinburgh Award Scheme remained high– Bronze: 147. Silver: 31 and Gold: 47.



The CLD Service has supported 150 young people to go forward for the Dynamic Youth Award.

Numeracy strategy

Staff from Inverclyde schools have been involved in development work both at national level and in partnership with other local authorities as part of the national numeracy hub initiative. Following consultation with all sectors and taking into account national advice a numeracy strategy has been devised to assist with delivering consistent good practice and improving attainment in numeracy

Next Steps

Track and report on attainment through the Broad General Education.

Take forward literacy and numeracy strategies to raise attainment for all pupils.

Close our gap in attainment linked to deprivation.

Take forward the National Improvement Framework.

School Improvement

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Feedback from Parent Council Chairs meetings
- Self-evaluation of schools of HGIOS 4 QI 2.3 Teaching, learning and assessment and 3.2 Raising attainment and achievement
- Standards and Quality Reports and Improvement Plans

School Improvement

The Authority undertakes a series of school reviews and has recently revised the format for these. Quality Improvement Officers and peer head teachers visit schools to look at all aspects for planning for improvement and the impact of developments undertaken. Feedback to the school from the reviews helps to identify further areas for development. The school can be allocated further support after a review if required and follow up visits can be undertaken. Eight school reviews have been undertaken over the period August 2014 – March 2016. Overall the reviews have shown a generally strong picture in our schools. The findings of Education Scotland from subsequent inspections closely match the evaluation of the Quality Improvement Team.

Overall attainment data for the senior phase is analysed through the Insight system. Each secondary school undertakes a rigorous analysis of their own attainment data and the senior management team work with departments to secure further improvements based on results. This year, use has been made of standardised test results from the Broad General Education to ensure that pupils are on track to achieve their full potential.

Standardised tests are used to confirm and inform teacher judgements. Each school has a tracking system to show progress through a level and some clusters have undertaken high quality work to moderate standards across schools. We are able to monitor trends across the Authority linked to Standardised testing but as yet, we do not have a robust reporting system across the Authority for the Broad General Education that is based on teacher judgement. In 2016, as part of the National Improvement Framework we will collate progress on literacy and numeracy and report the numbers of pupils who are secure at a level.

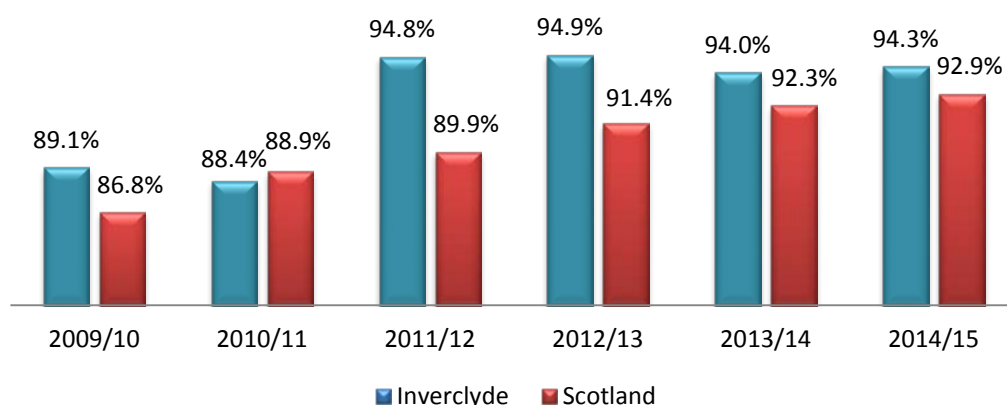
Throughout the year more use has been made of the data we hold in schools and through the Attainment Challenge, schools have been given support to analyse, share and use this data to bring about improvements. Through the Early Years Collaborative and Raising Attainment For All, practitioners have been using improvement methodology to undertake small tests of change. Across the Authority 19 projects are being undertaken and are bringing about improvements in our early years centres and schools.

All of our schools complete Standards and Quality Reports and School Improvement Plans. These are discussed and monitored by Quality Improvement Officers.

Improving Positive Destinations for our Learners

	Higher education %	Further education %	Training %	Employment %	Voluntary work %	Activity Agreement %	Unemployed Seeking %	Unemployed Not Seeking %	Unknown	Total Positive %
Inverclyde	36.8	30	3.8	23.1	0.1	0.5	4.9	0.8	0.0	94.3
Scotland	38.3	27.8	3.8	21.7	0.4	0.9	5.4	1.1	0.5	92.9
Difference	-1.5	2.2	0	1.4	-0.3	-0.4	-0.5	-0.3	-0.5	1.4

Percentage of school leavers with a positive destination



An annual survey involving pupils from S3 to S6 gives us information on their current education and future plans. This information will be collated at school level to inform the delivery of the senior phase and this will also be collated at Inverclyde level and shared with the relevant partners. By using this information the hope is we can target planning and resources and work with partners to bring about increased positive and sustained destinations for our pupils.

The More Choices More Chances team works with individual schools to discuss where MCMC support can be offered to pupils. An example of continuing good practice in this area is the creation of Personal Learning Pathways for pupils who are in danger of missing out.

Clyde Conversations

The views of young people on their health and wellbeing were gathered through the Clyde Conversations survey. Based on the results, national data and research the CLD Service has

developed and increased its range of inputs to schools on staying safe and making healthy choices.

Next Steps

Collate evidence from Authority Reviews to establish trends across the Authority.

Review the Standards and Quality and School Improvement Planning documents to reflect the National Improvement Framework and HGIOS 4.

In line with new national guidance and expectations, establish a tracking system for the Broad General Education.

The Development of our Curriculum

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS 4 QI 2.2 Curriculum and 3.3 Creativity and Employability
- Learning pathways offered to our pupils
- Evidence of skills for learning, life and work
- Evaluation of Developing the Young Workforce

Key improvement drivers to develop our Curriculum

A PE Champion network has been established in every Primary School to work with the PE Lead Officer. This now ensures that not only all of our schools are meeting the national target for the quantity of PE delivered but that the delivery of the PE programme is of a high quality. The recently published Inverclyde PE framework is now in use in our schools and ensures progression in core PE Skills.

All of our primary schools now deliver either French or Spanish from P1 – P7. We are making excellent progress with the implementation of the Government initiative for 1+2 languages.

We continue to promote STEM subjects across the Authority. All schools have registered for young engineers clubs to promote STEM subjects. 15 young people are participating in the pilot of a pre foundation apprenticeship Engineering Programme. The Bring Your Own Device pilot has been positively evaluated and the facility has been made available to all Secondary Schools with three already having made use of the service.

The Curriculum in our schools continues to be underpinned by core values. There continues to be many opportunities for learning for sustainability and for pupils to help others. To this end, 12 Schools have Green Flag Eco Schools, 13 schools have level 1 Rights Respecting Schools Awards with another three having Level 2 and 4 of our Secondary Schools have participated in the Youth Philanthropy Initiative.

St Stephen's and Port Glasgow High School Senior Phase Group have participated in an innovative programme offered by the CLD Service Youth Work Team. 12 pupils with varying interests and abilities are working towards achieving SQA certification in areas such as Communication Skills, Volunteering, Working with Others and Employability Skills. Further recognition of the volunteering tasks completed will be offered in the form of a Saltire Award. This has given the young people a positive sense of achievement within their community as well as facilitating links to other activities within the IYOUTHZone such as local work clubs and other Skills Development Scotland initiatives.

In a pilot project with St Columba's High School, CLD Service Adult Literacies staff supported 11 Senior Phase pupils to achieve the SQA Personal Finance Award as part of a project to develop

the skills needed to be financially literate in today's society. At the end of the programme the pupils produced a leaflet with key messages for younger pupils in how to manage their money.

Key improvement drivers in ensuring pupils have opportunities for wider achievements.

Next Steps

Development of the senior phase through enhanced pupil choice.

Roll out Bring Your Own Device to primary schools.

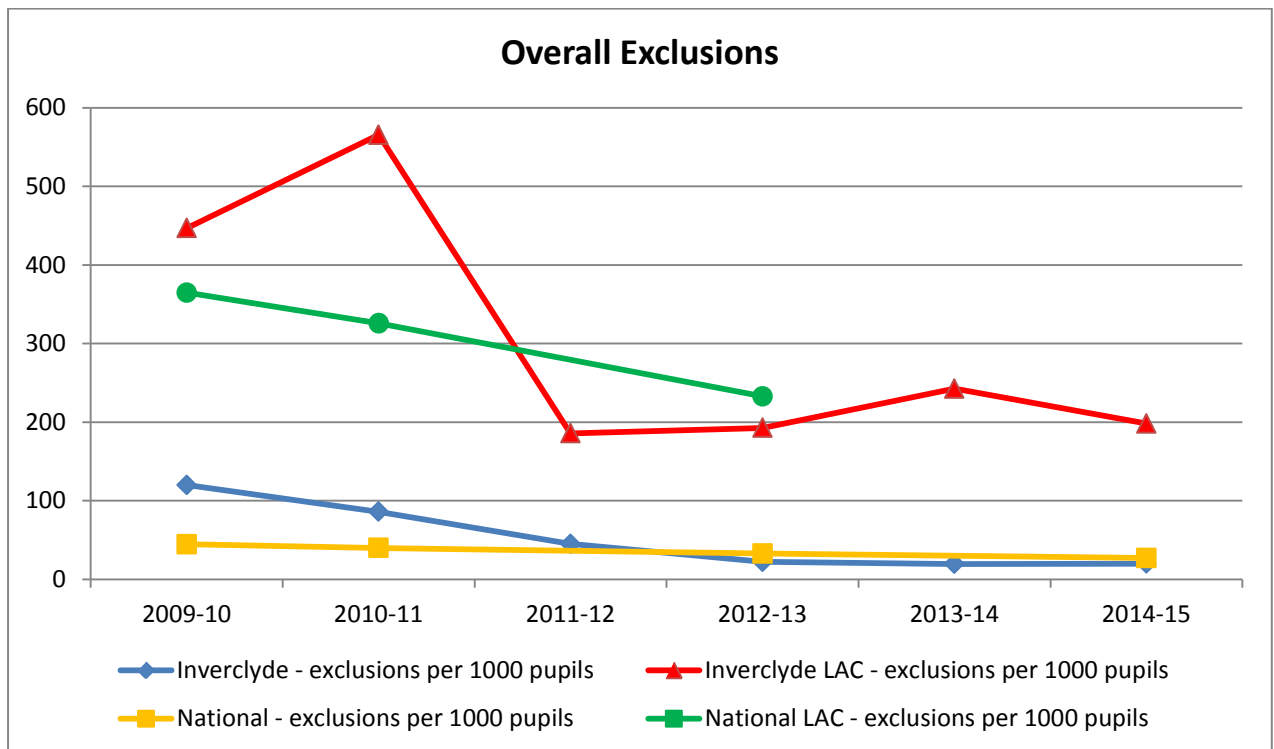
Development of a third language in primary schools.

Ensuring wellbeing, equality and inclusion

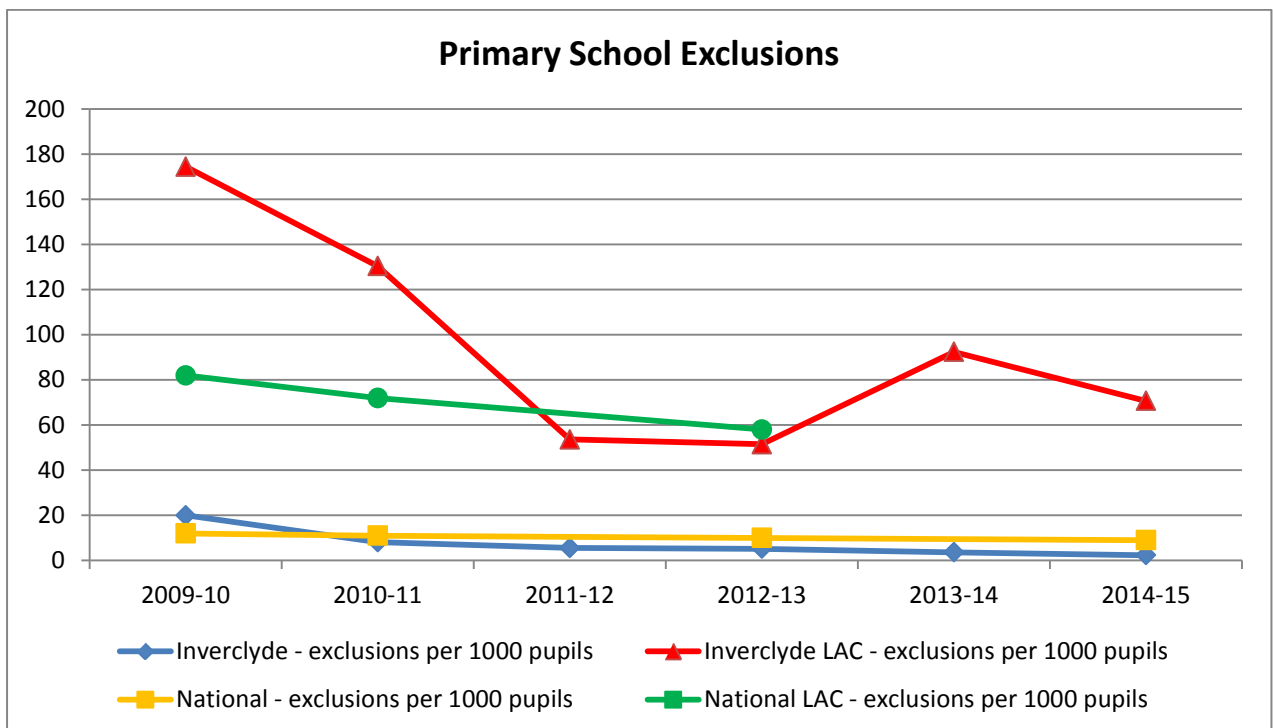
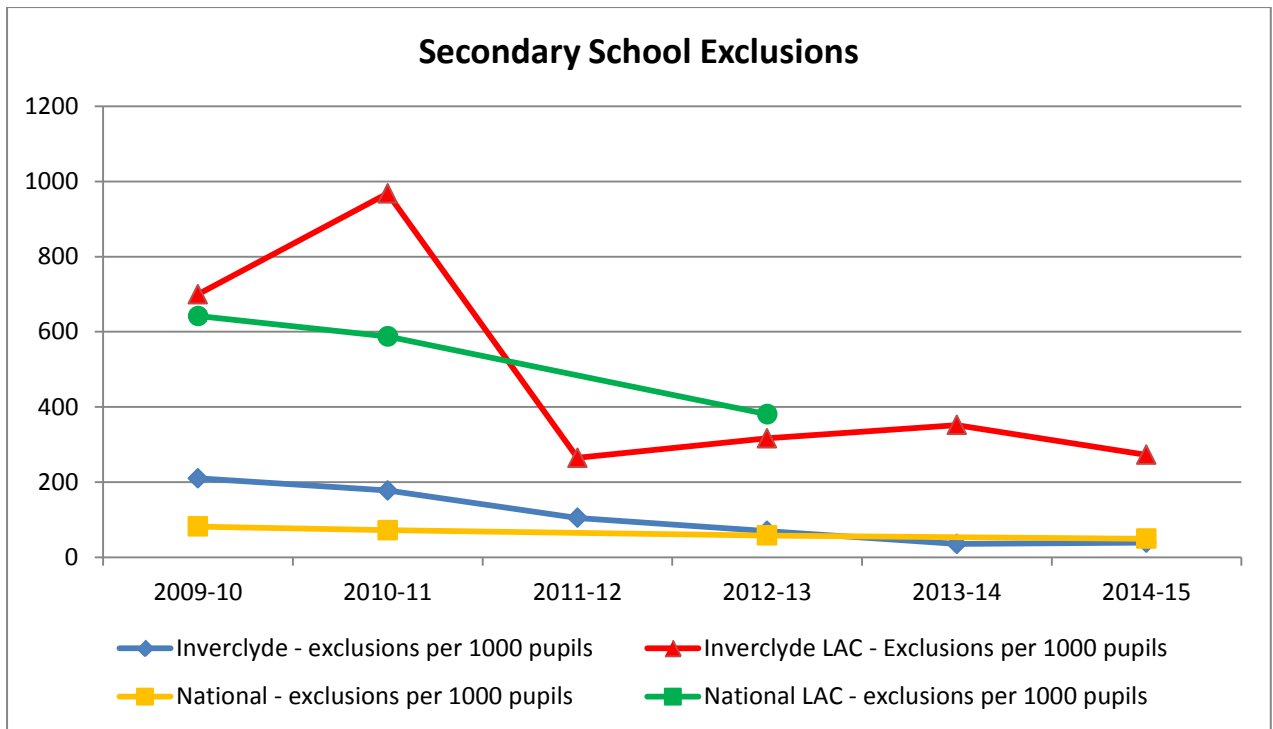
Evidence we gather:

- Monitoring of ASN forum
- Evaluation of fulfilment of statutory duties
- Levels of attendance and number of exclusions
- Performance of LAC and ASN pupils

Data for attendance and exclusions

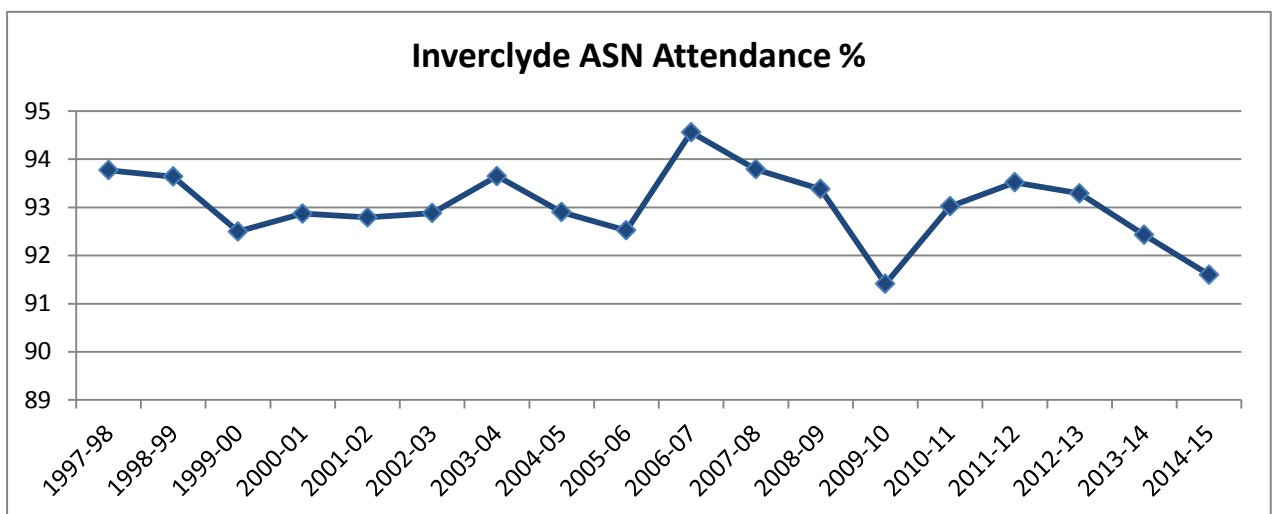
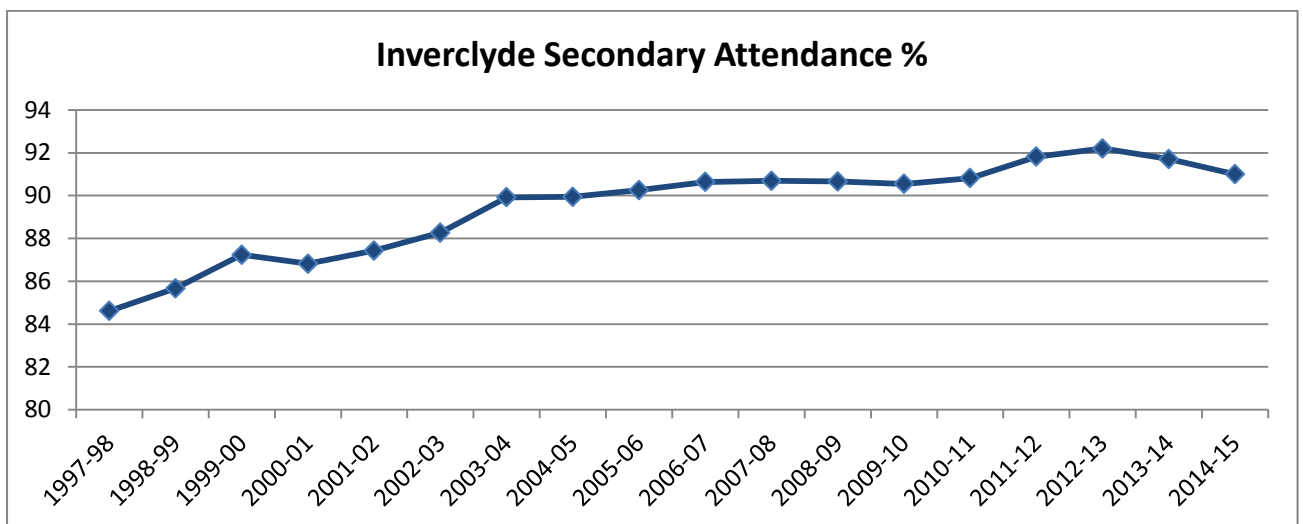
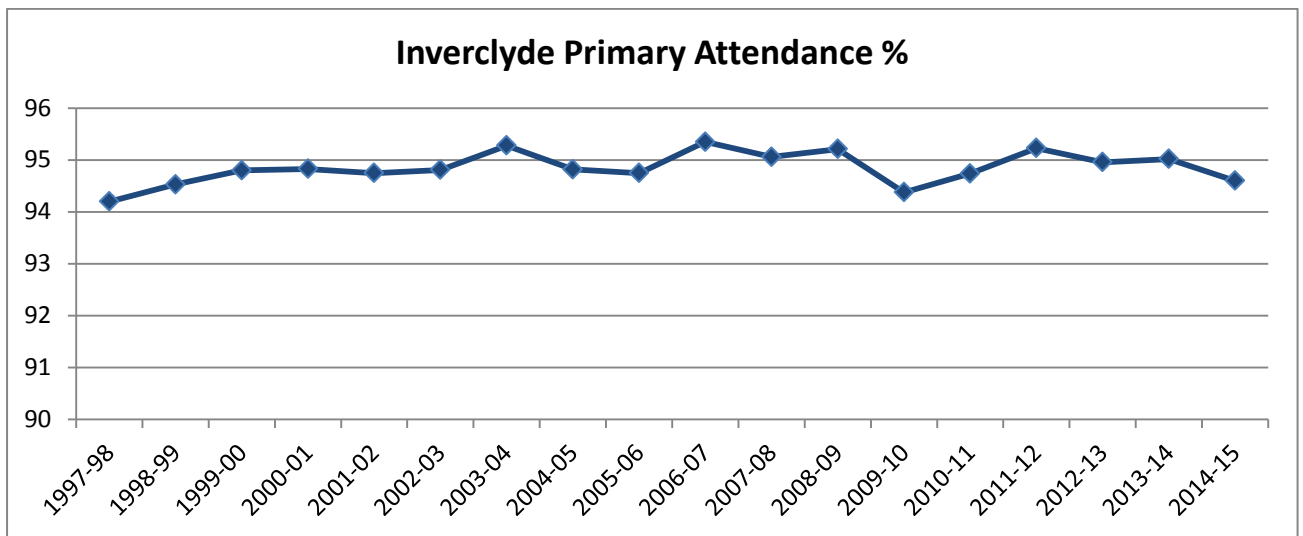


After a significant decrease between 2009 and 2012, our exclusion rates overall remain low. Whilst Looked After Children (LAC) exclusions have also decreased we should continue to monitor the exclusion rate for LAC to remain below the national average.



National data on the number of looked after children exclusions per 1000 population for 2013-14 will not be available until Autumn 2016.

Attendance in our Schools



Our attendance rates in all sectors show a declining trend since 2012 and of particular note is the declining trend in pupils with additional support needs.

Fewer than 10 pupils who are LAC left Inverclyde schools in 2014-15. Attainment of the pupils leaving Inverclyde schools in 2014-15 in literacy and numeracy is higher than the national average at both National 4 and National 5. Other measures of attainment are not available due to the small number of young people involved.

Getting It Right For Every Child (GIRFEC)

Support and strategies have been put in place to ensure that Inverclyde is able to meet the requirements of the GIRFEC agenda. The ethos of every school and early years centre in Inverclyde is underpinned by the principles of SHANARRI. Whole school communities can articulate what SHANARRI means to them through their shared aims and improvement planning.

Whilst the principles and ethos are well understood, over the last year processes have been developed and put into place so that the Authority is in a position to meet the legislative requirements of GIRFEC in August 2016. This includes:

- A team of practitioners including Education Psychologists and Quality Improvement Officers delivering Wellbeing Assessment training.
- Working with other Authorities and SEEMIS to establish a management information system that meets the requirements for GIRFEC.
- Devising and delivering training on the named person system, including how this can be recorded on SEEMIS.
- Providing guidance on GIRFEC pathways in Inverclyde.

Positive Relationships, Positive Behaviour

Over the course of the Education Psychology Validated Self Evaluation fieldwork phase, the Positive Relationships, Positive Behaviour (PRPB) policy was identified as a key driver in terms of providing guidance to educational establishments. Educational Psychology Service (EPS) are central to the development of strength based approaches underpinning the policy, for example, restorative approaches, solution oriented approaches and nurturing approaches.

This session, four staff from Educational Psychology have been trained as national trainers in Mentors in Violence Prevention (MVP). They have delivered training for secondary staff in four secondary provisions including the secondary ASN provision. This has resulted in 325 S5/S6 mentors being trained in MVP and 921 pupils in S1-S3 experiencing MVP sessions in school. Initial evaluations for this session have indicated a positive shift in attitudes for mentors involved in the programme.

Supporting Pupils

Nurture

Following a successful pilot of the Nurturing Me resource, a bid for monies to the Access to Education Fund was successful. Nurturing Me is a GIRFEC tool for gathering the views of the child/young person in relation to key relationships in their life and their wellbeing. This tool was jointly developed by Inverclyde and Glasgow Educational Psychology Services.

The Nurturing Me tool has been presented at National Conferences and reported in the Glasgow Herald and Times Educational Supplement. Feedback from the pilot has indicated that the tool was very well received and a key strength was that it provided a useful resource for capturing the child's voice on their wellbeing.

As part of the Nurturing Inverclyde agenda Inverclyde Educational Psychology Service (IEPS) chairs and coordinates the Nurture Support and Development Group. The focus for this group over the past year has been moving the six nurture principles that were originally developed for nurture groups to inform practice at a whole school context. The target establishments currently are the six primary schools that form the Scottish Attainment Challenge in Inverclyde.

All establishments have undertaken a self- evaluation process around a number of key areas.

As a result of this self-evaluation process the six schools formed improvement plans for nurture which are now ongoing. The success in achieving these targets has now been assessed against a red/amber/green rating and will be used to identify next steps for development.

Inverclyde Educational Psychology Service (IEPS) have trained over 120 Seasons for Growth Companions in Inverclyde and children and young people who have experienced loss and change continue to be supported within the peer support programme.

Next Steps

Ongoing training and support to take forward the GIRFEC agenda

Take forward the recommendations from the ASN review

Monitor and improve attendance across schools based on the new Attendance Policy