

Inverclyde council

Education Services

Improvement Plan 2020/21



Introduction

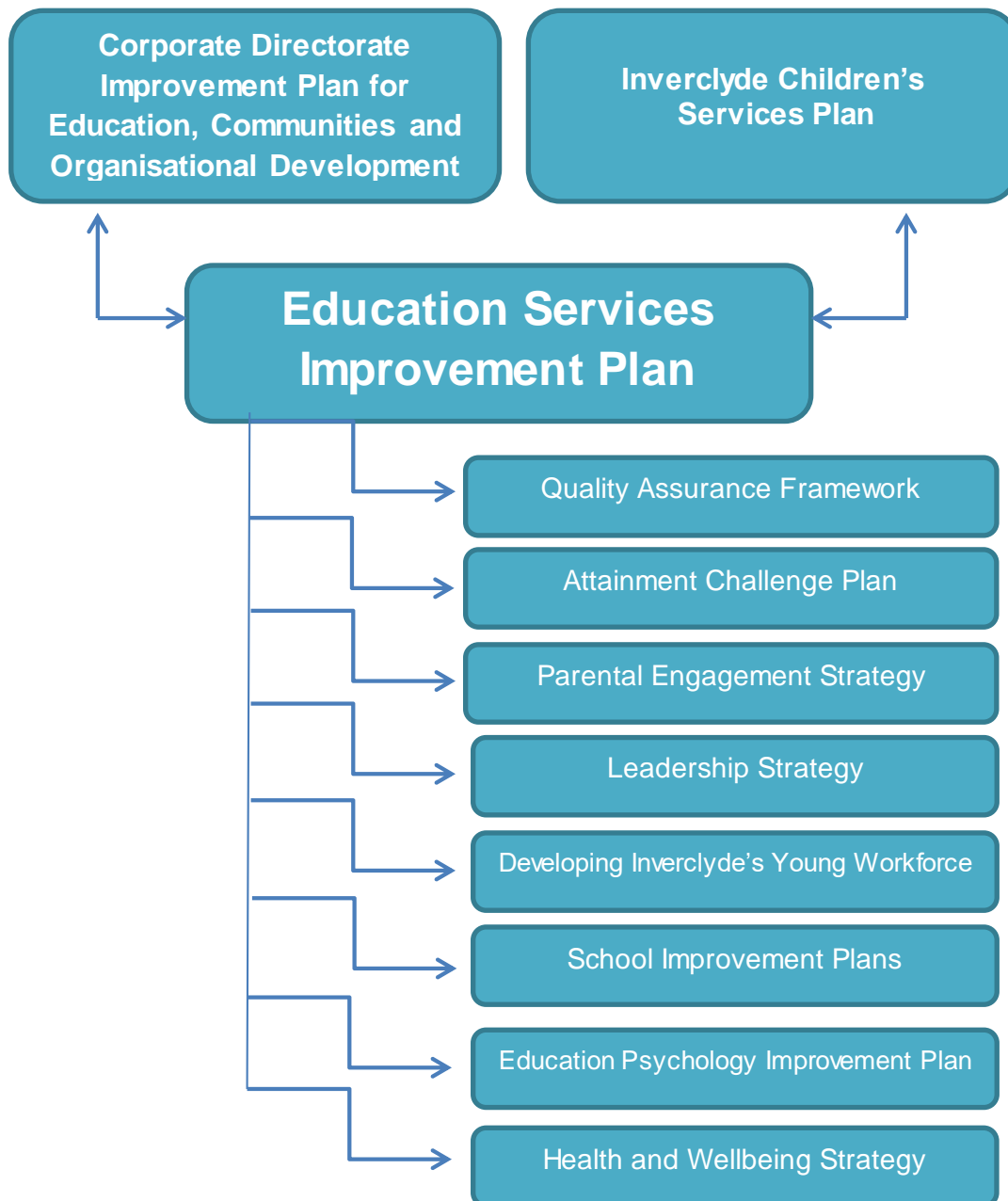
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2020/21. The first part of this process is the Standards and Quality Report for 2019/20. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The four strategic priorities of the NIF are:-

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children's Services Plan 2017/20 and 2020/23. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:



Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Attainment and Achievement Group and will feed into the wider Children's Services Plan. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.

School/Establishment Leadership

The Quality and Impact of Leadership within schools and at all levels

Outcomes for learners

Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.

The next steps we identified as part of our self-evaluation:

- Develop a shared understanding of systems leadership and the context for systems change.
- Develop a shared understanding of what an empowered system looks and feels like.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.

By March 2021 we will have	Who is responsible?
<p>Further developed a shared understanding of and developed an empowered system.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment. 	<p>Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor</p>
<ul style="list-style-type: none"> • Develop leadership of Additional Support Needs and support for Care Experienced Young People. 	<p>Head of Education</p>
<ul style="list-style-type: none"> • Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase. 	<p>Head of Education Education Officers (NG)</p>
<ul style="list-style-type: none"> • Further develop Leadership Pathways in Early Years, including programmes to support. 	<p>Quality Improvement Manager Education Officer with responsibility for leadership</p>
<ul style="list-style-type: none"> • Further develop the leadership of primary schools with nursery classes 	<p>Head of Education Quality Improvement Manager</p>
<ul style="list-style-type: none"> • Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond. 	<p>Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland</p>
<ul style="list-style-type: none"> • Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance 	<p>Head of Education</p>
<ul style="list-style-type: none"> • Develop the leadership of improving attendance across all schools with a focus on the concept of emotional avoidance of education 	<p>Head of Education Education Officers Educational Psychology team</p>

	Education Scotland
<ul style="list-style-type: none"> Supporting schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate 	
<ul style="list-style-type: none"> Continue to develop and trial plans for further delegation of DMR and Staffing to schools 	Head of Education Working group Finance and HR services
<ul style="list-style-type: none"> Begin to implement the new Peer review programme across all schools from January 2021 	Head of Education Education Officers
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> Attainment Challenge plan. Corporate Directorate Improvement plan. Children’s Services Plan 2020/23 Inverclyde’s GIRFEC Pathways Policy and Procedures. West Partnership Improvement plan. ASN action plan Senior Phase Action Plan 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> School/establishment HMle and Care Inspectorate inspection reports once inspection cycle begins again – unlikely in 2020/21 Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change. Annual attainment meetings inc review of recovery planning Autumn Term 2020/21 Evidence of West Partnership toolkit being used in establishments. Impact of Locality Networks. Number of teachers/early years’ practitioners who are on an identified leadership pathway or a recognised certificated leadership course. 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 school /establishment reviews. Monitoring trends of attendance over the year and by end of year Feedback and evaluation of peer review programme 	
<p>Success Criteria:</p> <ol style="list-style-type: none"> Evidence of empowerment actions at establishment, cluster and authority level. Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience. The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased. Separate gradings for primary school NCs show that all are good or better. Evidence of establishments sharing best practice and resources at a local level. 	

5. Improved attendance figures for all schools overall and secondary schools in particular inc those pupils from SIMD 1&2.
6. Outcomes for CEYP are improving, particularly for those in kinship care.
7. School self-evaluation of QI 3.1 are improving with all schools grading good and more very good; referrals to the ASN forum are of an improved quality and reflect the input form the ASN Leaders network during 2021.
8. Plans for the further delegation of DMR and staffing are being trialled and reviewed ready for wider implementation form August 2021

Teachers Professionalism

To support the development of learning networks by facilitating collaborative events and professional development opportunities.

Career Long Professional Learning (CLPL) will improve the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Outcomes for learners

All children and young people will benefit from high quality learning experiences and teaching.

The next steps we identified as part of our self-evaluation

- Support establishments with the development of approaches to digital learning both within general pedagogy and within a blended approach
- Support the development of West Partnership learning opportunities
- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to embed the revised learning, teaching and assessment policy (LTA).
- All observed lessons should be good or above with the majority being judged as very good or above.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation. 	Attainment Challenge Team
<ul style="list-style-type: none"> • Continue to ensure that Career Long Professional Learning (CLPL) impacts on playroom / classroom practice. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Develop support and guidance for schools to implement curriculum rationales through Inter Disciplinary Learning (IDL) 	Attainment Challenge Team Education Scotland Attainment Advisor

<ul style="list-style-type: none"> • Provide CLPL for staff in relation to developing Digital Literacy skills and pedagogy, including the implementation of ClickView 	Attainment Challenge Team Digital Learning Coordinator
<ul style="list-style-type: none"> • Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting Assessment for Learning including for those unable to return to school ACT 	
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Integrated Children's Services Plan. • Corporate Directorate Improvement Plan. • West Partnership Improvement Plan. 	

<p>Evidence we gather:</p> <ul style="list-style-type: none"> • School/establishment HMle and Care Inspectorate inspection reports. • Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change. • Number of teachers who are undertaking courses to meet the Standard for Headship. • Number of senior managers in Early Learning and Childcare with BA Childcare Practice. • Participation in West Partnership Conferences • How staff are undertaking professional development to meet the standards for Leadership and Management. • Local authority school reviews. • Feedback from training events inc ClickView input
<p>Success criteria:</p> <ol style="list-style-type: none"> 1. Almost all of observed lessons should be judged as good or above. The majority should be very good or above. 2. All staff in schools will be able to evidence the impact of the Inverclyde learning, teaching and assessment policy. 3. All staff are engaged in appropriate CLPL. 4. All schools can evidence a clear policy re digital learning as part of their general learning and teaching policies and approaches to blended learning, including engagement with ClickView

Parental Engagement and Partnership Working

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

Outcomes for learners

Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.

The next steps we identified as part of our self-evaluation

- Capitalise on improvements to approaches to communication, consultation and collaboration with parents/carers and the wider community during lockdown in order to maximise and secure higher levels of participation and engagement
- Continue to engage with the West Partnership to take forward the Scottish Government Action Plan on Parental Involvement and Engagement
- Devise programmes of opportunities to share and develop practices in Family Learning and parental/community engagement.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement. 	Education Officer (EM)
<ul style="list-style-type: none"> • Embed family learning to ensure it continues to maximise impact on attainment 	Attainment Challenge Team CLD
<ul style="list-style-type: none"> • Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved. 	Education Officer (EM)
<ul style="list-style-type: none"> • Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2 	CLD
<ul style="list-style-type: none"> • Prepare to review the Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement. 	Education Officer (EM)
<ul style="list-style-type: none"> • Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement 	Education Officer (EM)
<ul style="list-style-type: none"> • Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils. 	Education Officers Attainment Challenge team Bernardo's
<ul style="list-style-type: none"> • Learning Journals system in ELC is used to engage parents in children's learning. 	Quality Improvement Manger

How does this link to other plans?

- Attainment Challenge Workstreams.
- Integrated Children's Services Plan.
- Corporate Directorate Improvement Plan.
- Inverclyde's Corporate Parenting Strategy.

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicators 2.5 - Family Learning and 2.7 - Partnerships.
- Feedback from family learning events.
- Questionnaires from inspections and school/establishment reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.
- Evidence from Active Schools Annual Performance Statistics

Success criteria:

1. Evidence that Parent Councils are seeing improved engagement in their work via more inclusive virtual approaches
2. Evidence that schools have clearly reviewed policies that outline approaches to communication and support during possible periods of lockdown or blended learning
3. Evidence of effective joint working with West Partnership.
4. Gathered information on family learning's impact on attainment.
5. School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.
6. Evidence of improvement communication and engagement with parents/carers

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.

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.

Next Steps

- Support schools to establish robust assessment systems as part of the return to school in August 2020.
- Fund and support the roll-out of 'learning journals' in ELC.
- All schools/establishments take forward the authority 2020/21 moderation plan and continue to use moderated assessment information to track and monitor the progress of every child and young person.
- Continue to develop the use of high quality assessments to determine next steps.
- Continue to review literacy and numeracy progression pathways to raise attainment for all children and young people.
- Continue to take forward and implement the National Improvement Framework.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Using the Authority Moderation and Assessment Plans all schools use moderated assessment information to track and monitor the progress of every pupil. 	Education Officer - EM
Children's progress is assessed and recorded on 'learning journals' system.	Quality Improvement Manager
<ul style="list-style-type: none"> • Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools. 	Quality Improvement Manager Education Officers
<ul style="list-style-type: none"> • Continue to focus on improving the outcomes for LAC pupils particularly for those in kinship care placements 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor MCMC
<ul style="list-style-type: none"> • Support schools through CLPL with assessment of pupils on return to school and those unable to attend 	Attainment Challenge lead officers

	Education Officer - EM
<ul style="list-style-type: none"> • Provide support and guidance for secondary schools with the emerging Scottish Qualification Authority guidance for the 2021 exam diet 	Head of Education Education officer - NG
<ul style="list-style-type: none"> • Support secondary schools with the ongoing roll out of tracking across the BGE in order to improve outcomes for all 	Education officer – NG Attainment Advisor
<ul style="list-style-type: none"> • Work with neighbouring Authorities to build capacity across all sectors. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams • Integrated Children's Services Plan 2017/20 and 2020/23 • Corporate Directorate Improvement Plan • West Partnership Improvement Plan 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> • The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3. • Data from surveys on health and wellbeing including feedback from nurturing programmes. • Senior phase qualifications and awards data. • Youth Participation Measure. • Wider achievement awards. • Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement. • Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress. Establishments will have implemented new SEEMiS systems in August 2020. 	

Success Criteria for Attainment

Performance Measure	Inverclyde	Target	National (2019)
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	73.5%	75%	71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Plan Critical Indicator</i>	80%	82%	78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	90.5%	91%	87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i>	85.6%	89%	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.8%	45%	46.4%
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	45%	56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	70%	62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	36%	36%
% of leavers achieving SCQF Level 5 or better in literacy	84.9%	86%	82%

<i>West Partnership Regional Improvement Plan Critical Indicator</i>			
% of leavers achieving SCQF Level 5 or better in numeracy	73.5%	76%	69%
<i>West Partnership Regional Improvement Plan Critical Indicator</i>			

School / Establishment Improvement

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

Outcomes for learners

Children and young people living in areas of deprivation make comparable progress in all learning, but especially in literacy, numeracy and health and wellbeing similar to other learners.

Next Steps

- Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Embed the use of a consistent use of authority wide data set in all schools in Inverclyde. This data set is linked to SIMD levels to highlight any gaps linked to deprivation.
- Support schools to continue to use data to further inform improvement through self-evaluation.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding. 	Head of Education Education Officers Attainment Challenge Lead Officers
<ul style="list-style-type: none"> • Continue to use and develop the consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation. 	Attainment Challenge
<ul style="list-style-type: none"> • Improving data analysis through use of dashboards e.g. attendance EOs / LS / ACT 	Data Team SEEMiS Development Officer Attainment Advisor
<ul style="list-style-type: none"> • Develop a consistent data set for use in Early Learning and Childcare. 	Quality Improvement Manager Data Team SEEMiS Development
<ul style="list-style-type: none"> • Continue to support schools to ensure they are better able to use data to inform improvement through self-evaluation with a focus on the impact that PEF strategies are having as well as the intensification of support from additional teachers to support recovery 	Head of Education Education Officers Attainment Challenge Lead Officers Attainment advisor Data Team SEEMiS Development Officer
<ul style="list-style-type: none"> • Work with stakeholders to review and identify the most impactful aspects of the AC in preparation for developing SAC 2 and securing substantially 	Attainment Challenge Lead Officers

How does this link to other plans?

- Attainment Challenge Workstreams.
- Children's Services Plan 2017 – 20 and 2020 - 23
- Corporate Directorate Improvement Plan.
- West Partnership Improvement Plan.

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.
- Feedback from West Partnership joint capacity building activities.

Success criteria:

1. All establishments will have gathered evidence showing a reduction in the poverty related attainment gap.
2. All establishments will have a greater understanding of the use of data as a tool for improvement and of the West Partnership critical indicators.

The Development of our Curriculum

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps

- Continue to support establishments to ensure the delivery of a curriculum which has a range of pathways, which support the needs of all learners that will lead to improved outcomes.
- Continue to develop the range of courses available in the senior phase and work with DYW and FE to improve the range of curricular pathways for all young people.
- Continue to Improve and maintain Inverclyde Council's positive destination figures.
- Continue to develop an early level curriculum framework across ELC and Primary including a focus on progression of a play pedagogy

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners. 	Education Officers
<ul style="list-style-type: none"> • Continue to develop the senior phase through enhanced pupil choice and further rigour in monitoring of progress, tracking the destinations of all pupils and implementing the senior phase action plan. 	Head of Education Education Officers
<ul style="list-style-type: none"> • All establishments to continue to develop pathways for all learners. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Ensure that the HWB curriculum addresses the key issues identified through the pupil HWB survey 2019. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team
<ul style="list-style-type: none"> • Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above. 	Head of Education Education officers MCMC
<ul style="list-style-type: none"> • Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning 	Attainment Challenge lead officers Digital Learning Coordinator
<ul style="list-style-type: none"> • Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model 	Head of Education MCMC
<ul style="list-style-type: none"> • Work with practitioners and partners to further develop a coherent and consistent approach to play pedagogy across the early level in all establishments ACT / Ed Psych 	Attainment Challenge Team

	Educational Psychology team
<ul style="list-style-type: none"> • Further enhance offer of wider achievement to all schools • Active schools to continue to give access to wider sport specifically targeting senior schools out with the current curriculum 	CLD
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Children’s Services Plan 2017 – 20 and 2020 - 23 • Corporate Directorate Improvement Plan. • West Partnership Improvement Plan. 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> • Inspection and validated self-evaluation evidence. • Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality. Improvement and Quality Indicator 3.3 - Creativity and Employability. • Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning. • Learning pathways offered to our children and young people. • Evaluation of Developing Inverclyde’s Young Workforce. • Evidence of involvement in the West Partnership. • Annual PD and SPR data sets 	
<p>Success criteria:</p> <ol style="list-style-type: none"> 1. The work of the Curricular / Specialist networks / workstreams continues to ensure appropriate pathways for all learners. 2. Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde ‘offer for senior pupils 3. Further raised attainment in the Senior Phase. 4. Improved feedback from pupils around HWB 5. Maintain and improve the 95% for positive and sustained destination results for each school in 2019 to 96% and beyond. 6. A clearer vision for the Early Level including a clear curriculum framework has been established and establishment are beginning to engage with this and implement 	

Ensuring Wellbeing, Equality and Inclusion

Outcomes for learners

All of our children and young people are feel safe and included in our establishments and are achieving their potential.

Next Steps

- Support establishments to support children and families with the recovery and transition back to school
- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- Implement relevant actions from Inverclyde Council's Autism Strategy.
- Use the results of the pupil HWB survey to inform future practice, working in partnership with the appropriate bodies
- Embed actions from the additional support review:
 - Implement a 3 tier mental health framework.
 - Review Education service's GIRFEC model

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> • Improve the quality of leadership of Additional Support Needs at all levels to ensure that current provision and practice is enhanced and developed 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Map the current ASN provision in Inverclyde against the recommendations of the national ASL review 2020 and revise the existing ASN action plan accordingly 	Educational Psychology team
<ul style="list-style-type: none"> • Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor

<ul style="list-style-type: none"> Develop a new ELC provision within Craigmarnoch School and ensure a coordinated approach with the service provided by Hillend Children's Centre. LW 	Quality Improvement Manager Psychology Service HOE for Craigmarnoch and Hillend CC
<ul style="list-style-type: none"> Develop a plan for a revised service offered by Lomond View to all primary and secondary schools supporting pupils' SEMH and the implementation of the LA's PB policy 	Head of Education Educational Psychology team
<ul style="list-style-type: none"> Review and develop systems and structures to better support delivery of highly effective ASN provision and support 	Head of Education
<ul style="list-style-type: none"> Improve schools' capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> Fully implement the new Tier 2 Mental Health and well-being service from August 2020. 	Head of Education Action for Children
<ul style="list-style-type: none"> Work with partners to develop our Health and Wellbeing Strategy including a focus on mental health and the early intervention and education around drugs and alcohol as an identified need through the Pupil HWB survey 2019. 	Education Officer (AM) CLD Educational Psychology team
<ul style="list-style-type: none"> Support schools to embed practices to reflect the revised Anti-Bullying Policy 	Head of Education Educational Psychology team Education Officers
<ul style="list-style-type: none"> Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs Ed Psych 	Educational Psychology team
How does this link to other plans? <ul style="list-style-type: none"> Children's Services Plan 2017/20 and 2020/21 Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIFEC Pathways Policy and Procedures. Community Empowerment Implementation Strategy West Partnership Improvement Plan. 	
Evidence we gather: <ul style="list-style-type: none"> Monitoring of recommendations of Authority ASN forum. Review and evaluation of feedback and data from implementation of ASN Locality Forums. Evaluation of fulfilment of statutory duties. 	

- Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Children.
- Data for LAC and ASN
- Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement, QI 3.1 Ensuring wellbeing, equality and inclusion

Success criteria:

1. Fully integrated an inclusive education system.
2. Improved educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
3. Fully implemented and reviewed the Tier 2 wellbeing service via Action for Children in conjunction with HSPC
4. New service from Lomond View is planned for and implementation has begun
5. Reviewed education service's GIRFEC model.
6. Reduction in the number of drug related issues involving young people.
7. Recorded incidents of bullying in schools reduced
8. School self-evaluation of QI 3.1 are improving with all schools grading good and more very good; referrals to the ASN forum are of an improved quality and reflect the input from the ASN Leaders network during 2021.
9. All establishments are embedding the new version of pastoral notes.