



Education Services

Standards and Quality Report

April 2019 – March 2020



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Foreword

Welcome to our Standards and Quality Report for the period April 2019 – March 2020.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. The report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

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. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

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.

Whilst you will read about our many successes and improving trends in attainment and achievements, 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 child, citizen and community.

This Standards and Quality Report was being compiled just as the UK went into lockdown in response to Covid 19. As a result this summarises our position prior to that time. The next steps identified have been separated out into those that would have been our priorities prior lockdown and a separate section identifying those that will now be prioritised as part of our recovery plan.

Vision and Context

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, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are six mainstream secondary schools in Inverclyde, 20 primary schools and 22 Early Learning and Childcare Centres. In addition to this, Craigmarnock School and Lomond View Academy schools support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school.

In school session 2019/20 there was 5376 primary school pupils and 4402 secondary school pupils. There are also 198 pupils in ASN schools and 1537 children in LA Early Years settings.

Wellbeing Outcomes

We have a number of wellbeing outcomes (SHANARRI) 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.

Inverclyde has benefited from significant investment as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2020. 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.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2019/20, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report.

About us

In 2019/20 the Inverclyde education department delivered education through 6 secondary schools, 20 primary schools (11 with nursery classes), 2 schools for pupils with ASN, 2 nursery schools and 9 early learning establishments.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own department plan for 2019/20 and focuses on the impact we have had.

How have we gathered the evidence for the SQ report?

- Reviews of schools – validation of self-evaluation
- Education Scotland reports – schools and department
- Follow through from Education Scotland inspections
- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Evaluations of the work of the Attainment Challenge
- Questionnaires

This Standards and Quality report also links to and is informed by:

- Scottish Government wellbeing indicators: SHANARRI
- NIF and Improvement plan
- Capacities of CfE

Key Achievements as of March 2020

A few highlights:

- Moorfoot Primary School shortlisted for an Education Scotland award for Digital Innovator of the year
- Moorfoot Primary School shortlisted for an Education Scotland award for family learning and engagement award
- The work of the attainment challenge project continues to be recognised and valued nationally
- Glenpark Family Centre became the first Early Years establishment to achieve two excellent gradings from the Care Inspectorate
- The Glenpark Family Centre building won an Education Buildings Scotland award for Early Years building of the year
- As of December 2019 all Inverclyde schools have achieved Level 1 UNICEF Rights Respecting Schools status
- Over the year 2019/20 CLD Youth Team supported young people to achieve Dynamic Youth Awards, Bronze Youth Achievement Awards, Personal Achievement Awards, Employability Awards, Cookery Skills, Community Achievement Awards and Leadership Awards
- Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness. This event was co-produced with a steering group of 12 young representing each of the local secondary schools.
- 2019 saw a 10% increase in the number of young people completing their Bronze, Silver and Gold Duke of Edinburgh's Award, higher than the national average increase of 4.3%. It was an excellent year with 236 young people completing their award across all levels. Inverclyde was the 3rd best performing authority in the country for 2019.
- We have 2 new elected MSYP's. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in.'
- Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events.
- Greenpower Electric Car Project – Inverclyde Academy represented Scotland at the International Final at the world famous Silverstone racetrack. They won the global award for best social media presence
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champions.
- St Columba's High School won the Renfrewshire Young Enterprise area finals - winners of best business report with additional awards for the best digital presence and best display stand.
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champion
- Renfrewshire Region Young Enterprise Finals:
 1. **Best Company in Inverclyde** – Hour Crafty Clocks – **St. Columba's HS**
 2. **Winner 360 Award (Soc Media & Customer Service)** – Hour Crafty Clocks – **St. Columba's HS**
 3. **Winner Best Trade Stand** – Resail Sounds – **Notre Dame HS**
 4. **Winner Best Business Report** – Hour Crafty Clocks – **St. Columba's HS**
 5. **Winner Best Presentation** – Hour Crafty Clocks – **St. Columba's HS**
 6. **Winner Best Overall Company** – Going to National Finals in June – Hour Crafty Clocks – **St. Columba's HS**

- Moorfoot Primary school presented at a world conference on digital Learning via Microsoft.
- Presentations at Scottish Learning Festival and West Partnership events.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Three Inverclyde Schools have participated in the pilot of the Young STEM leaders' awards at SCQF levels 2 and 6. Pupils from each school were successful in achieving these awards. Pupils and staff from Moorfoot Primary School showcased their work at the National launch of this award.
- A number of STEM partnership events have been supported by schools reaching over 1500 pupils. All educational establishments participated in an Education Scotland workshop to look at how best to deliver STEM learning and shape Inverclyde's future STEM strategy.
- All Inverclyde secondary schools continue to participate in Young Enterprise Scotland programme developing entrepreneurial and business skills.
- Renfrew Speakers Clubs – Inverclyde schools have greater participation levels than any other local authority with St. Columba's HS, St. Stephen's HS and Inverclyde Academy all getting teams to the regional final
- A number of STEM partnership events have been supported by schools reaching over 1500 pupils
- Senior Phase students from all schools attended Career and Apprenticeship Events
- Senior Wind Orchestra – Platinum Award and are only Scottish Schools band/orchestra to compete at the UK National finals
- The Recruit – a further 9 young people secured jobs bringing the programme total to 118
- Over 300 plus pupils from numerous schools and ELC establishments in Inverclyde took part in the Inverclyde Music festival
- Sports Careers – 50 students showing an interest in sports related careers attended a bespoke event in Renfrewshire to talk with Sports Companies and Industry professionals.
- 8 primary schools achieved gold national school sports awards: All Saints, Gourrock, Kilmacolm, Moorfoot, Newark, St John's, St Patrick's & St Michael's

School/Establishment Leadership

External Inspection Evidence from 19/20

Education Scotland School Inspections 2019/20

School Inspections

During the academic session 2019/2020 Education Scotland published inspection reports on two educational establishments in Inverclyde.

	Date of Report	1.3 Leadership of Change	2.3 Learning, teaching and Assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Attainment and Achievement
St Michael's Primary School	September 2019	Not assessed	Good	Not assessed	Good
Lady Alice Primary School	October 2019	Satisfactory	Good	Good	Satisfactory
Lady Alice Primary School Nursery Class	October 2019	Weak	Weak	Satisfactory	Satisfactory

Good practice

Kings Oak Primary School and the CLD team had a sketch note published in relation to their work on family learning as well as a visit from the Head of Scrutiny from Education Scotland: <https://education.gov.scot/improvement/practice-exemplars/pef-funding-to-empower-support-staff-in-inverclyde/>

St Ninian's Primary School had the work of their support staff in closing the attainment gap published on the National Improvement Hub: <https://education.gov.scot/improvement/practice-exemplars/pef-funding-to-empower-support-staff-in-inverclyde/>

Thematic Inspections

In addition, a National Thematic Inspection took place involving the authority in 2020:

- Rainbow Family Centre was involved in an inspection of family learning.

Care Inspectorate Early Years Inspections 2019/20

From April 2019 until March 2020 the Care Inspectorate visited four seven early learning and childcare establishments.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Binnie St. Children's Centre	June 2019	Very Good	Very Good	Very Good	Very Good
Gibshill Children's Centre	October 2019	Very Good	Very Good	Not Assessed	Not Assessed
Glenpark Early Learning Centre	November 2019	Excellent	Excellent	Not Assessed	Not Assessed
Hillend Children's Centre	October 2019	Very Good	Very Good	Not Assessed	Not Assessed

The Quality and Impact of Leadership within Schools and at all Levels

Evidence we gather:

- School/establishment Education Scotland and Care Inspectorate inspection reports.
- Self-evaluation of schools/establishments of HGIOS? 4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.
- Number of aspiring Head Teachers who are undertaking courses to meet the Standard for Headship.
- Number of senior managers in Early Learning and Childcare with BA Childcare Practice.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school reviews.

Last year we said we would have:

Developed a shared understanding of an empowered system. This would include:

- Developing clarity and purpose of an empowered system.
- Implementing the West Partnership toolkit on empowerment.
- Producing and developing local guidelines on empowerment.
- Continuing to work with the West Partnership 'leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning.

Monitoring and evaluating the impact of the existing leadership programmes. Further developing a culture of leadership and coaching, at all levels, to improve outcomes for learners.

Here's how we got on:

Developed clarity and purpose of an empowered system.

We continue to support school leaders to fully understand and identify opportunities for them to be empowered in leading their school. Increasingly the Education Service is finding ways to ensure that they develop their role to one of support with challenge. Briefings on empowerment have been part of Head of Establishment meetings and as part of the revised review programme from August 2020, a section of the review has allowed Head teachers of Establishments to engage in professional dialogue around which aspects of empowerment are working well for them and which ones need development.

Schools continue to have autonomy around their annual PEF strategy and spend. Again the Education Service provides support with this and our Attainment Advisor has provided support and challenge around the PEF strategy as part of school reviews, offered an annual PEF conference and provides schools with an annual 1:1 to review the strategy.

There is evidence from these meetings, the work of Education Officers in schools and via reviews, that school leaders are increasingly basing this work on research as well as their own evidence of the impact the strategies are having.

Two working groups, led by head teachers, were established during the last 12 months to look at the senior leadership structures in secondary schools and how the DMR process in schools could be fully devolved. This work has proven to be challenging however the groups are now much closer to identifying solutions that would allow for this step in the empowerment process to be taken.

We have carried out a self-evaluation activity with Heads of Establishment using the Education Scotland toolkit on empowerment and identified many positive strengths against the dimensions of empowerment as well as areas which are next steps. This will also support us to develop local guidelines on empowerment.

Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise

A wide variety of opportunities for both non-promoted and promoted staff have been made available to teachers who have registered for the Leadership Pathways. These include:

- Presenting at a Teachmeet evening
- Supporting NQT Learning Communities
- Leading Pathway networks
- Leading curriculum and promoted post networks
- Delivering NQT training
- Cost of the School Day Champions
- Voluntary mentoring
- Carrying out Collaborative Action Research
- Development of DYW

These opportunities are being tracked at authority level to ensure all have equal opportunities.

Two Depute Head Teachers have achieved the Into Headship programme this year, 4 Head Teachers have completed the In Headship programme and 10 are taking part in Excellence in Headship modules. 2 Head Teachers have also completed the SCEL Leadership of Early Learning programme.

We have continued to work with the West Partnership 'Leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning. Out of five Head teacher posts appointed so far in 19/20 two have gone to existing DHTs in Inverclyde. There has also been a very healthy application rate for acting DHT and PT posts this year.

As a result of feedback from our Uplifting Leadership and Leadership: A Practical Guide programmes, we have revised our delivery and content to meet teacher needs. We extended the Uplifting Leadership programme to Early Years practitioners this session which was very well received with 12 of the 18 participants being from Early Years. Unfortunately, we were unable to deliver the Leadership: A Practical Guide programme which was planned for term 4.

We now have 45 Teachers on Leadership Pathway 1, 47 on Pathway 2 and 22 on Pathway 3. These figures continue to rise each session. This year we have developed Leadership Pathways for Early Years which have recently been launched. Authority training will be developed over next session to enhance these.

Engagement in the Improving Our Classrooms programme, delivered by Glasgow City Council as part of the Regional Improvement Collaborative has not only upskilled our teachers but it has also provided further leadership opportunities for DHTs to mentor.

Through the Leadership and Succession Planning workstream, head teachers benefitted from input from an Adviser Head Teacher to support with self-evaluation. Feedback from all head teachers was extremely positive.

Evaluation of Leadership in Inverclyde Education Services

Key success criteria from the plan:

- **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.**
- **Evidence of establishments sharing best practice and resources at a local level.**

At authority level, two new Heads of Service have been appointed and took up post over the summer period of 2019. Feedback from schools has been that they continue to feel that the support from the authority and strategic direction remains strong, is enhanced and that the new permanent team has very good capacity for the future. Heads of Establishment report that they continue to see a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at Head of Establishment meetings and conferences.

Head Teachers and Heads of Establishment also felt that they benefited from a very clear direction from the senior leadership team, particularly around the Additional Support Needs agenda. Clear action plans on both ASN and the Senior Phase have ensured all key professional stakeholders have been involved and have a clear picture of the direction of travel and key actions to be taken. Enhanced leadership capacity around ASN is allowing the central team to make good progress in implementing these plans. The introduction of a new ASN Leaders' Network is allowing for those leading ASN in schools i.e. Depute Head teachers, to meet on a regular basis for info sharing, CPD and a chance to moderate their work, ensuring greater consistency in the system.

There has been a small turnover of Head Teachers in the authority (3 new HTs appointed in this period), but commendably the outcomes for pupils continue to improve. We continue to involve Depute Head Teachers (DHTs) as well as Head Teachers as part of the peer team undertaking whole school reviews led by the QIT (including the Attainment Challenge leads). Feedback from the DHTs and Head Teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice. A revised approach to this validated peer review programme has been negotiated and will be implemented from August 2020. A three year review cycle has been agreed, with review teams being made up of mainly practitioners, allowing for a greater emphasis on the peer challenge element, thus enhancing the CPD experience of those taking part.

The joint peer review models with East Renfrewshire and Renfrewshire Councils established last year have continued and we have invited Head teachers from another authority to be part of focussed reviews where their expertise has greatly enhanced the support and challenge on offer, including a post review relationship of professional sharing. This has resulted in upskilling Senior

Leaders' knowledge and skills in the quality assurance process and in the validation of school self-evaluation grades.

The following support networks remain in place to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early year's sector heads meetings.
- A professional learning community for Attainment Challenge primary Head Teachers.
- A professional learning community for primary Head Teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary Head Teachers.
- Early Years depute network meetings.
- Early Years teachers network meetings.
- Primary and Secondary DHT network meetings.
- SQA Coordinators network meetings.
- NQT mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Secondary PT Guidance meetings.
- Primary PT meetings.
- Leadership Pathway 1, 2 and 3 meetings.
- Health and Wellbeing Coordinator meetings.
- Health and Wellbeing Coach meetings.
- West Partnership, curriculum networks.

A new network for all ASN leaders has also been established. A new forum for Child protection leaders will be established in the summer of 2020. The early evaluation of these meetings is that leaders have welcomed the support and challenge from these meetings and are benefitting from attending. The consistency of submissions to the ASN forum is beginning to improve as a result.

The quality of leadership in Inverclyde remains strong, with our senior leaders buying into professional leadership opportunities. Head Teachers and Heads of Establishment work with each other and the local authority in a collegiate and supportive manner. We have seen increased participation in the take up of leadership development opportunities and have been able to recruit strong leadership teams to our schools. Sampling of parents' and teachers' views during school reviews showed that the majority of staff and parents think that their school / establishment is well led. During most school reviews the leadership and vision of the Head Teacher / Head of Establishment to ensure improved outcomes for pupils was identified as a key strength.

A number of Head, Depute Head and Class Teachers also support the Leadership Pathway networks and delivery of the NQT programme.

There is very good evidence of increased applications from internal applicants for both HT and DHT posts who have been on a leadership pathway.

What do we hope to achieve in the future?

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.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.

Develop leadership of Additional Support Needs and support for CEYP.

Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase.

Further develop Leadership Pathways in Early Years, including programmes to support.

Further develop the leadership of primary schools with nursery classes

Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond.

Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance

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/establishments of HGIOS4?, HGIOELC? Quality Indicator 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 self-evaluation visits and school reviews.

Last year we said we would:

- Continue to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the West Partnership, Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:
 1. Literacy
 2. Numeracy
 3. Health and wellbeing/Nurture
 4. The use of ICT to support learning
 5. West Partnership conferences
 6. Freobelain CPD to support Early Years Practitioners
- Ensured that CLPL impacts upon playroom/classroom practice.
- Embedded the learning, teaching and assessment policy and developed a consistent and shared understanding of high quality learning and teaching.
- Evaluated Authority programmes in literacy, numeracy, health and well-being and nurture

Here's how we got on:

We have successfully continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the West Partnership, Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:

- Literacy

- Numeracy
- Health and wellbeing/Nurture
- The use of ICT to support learning
- West Partnership conferences
- Promoting Positive Behaviour

The authority has maintained an excellent culture of collaborative professional learning as demonstrated through effective implementation groups and professional learning. As recognised by Education Scotland, there continues to be an impressive and well-structured approach for all staff through a wide range of learning opportunities resulting in a deeper understanding of evidence based approaches to raising attainment.

The work of the Attainment Challenge is very highly evaluated by school staff and is cited by school leaders as being a key driver in empowering staff to ensure improved practice in learning and teaching.

The original Coaching and Modelling Officers (CMOs) returned to schools at the end of their secondments, however the newly established CMOs have started very well and continue to provide support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities as well as providing valuable professional learning sessions. The feedback from all training sessions has been very positive and the impact of the training can be increasingly seen in classroom practice.

We now have an established Numeracy and Maths Working Group with a draft Numeracy Strategy and action plan in place to drive forward improvement.

Over the last year the Professional Learning has been delivered in the following areas: -

- Through the tracking of engagement of staff in professional learning the range of existing initiatives and programmes focused on raising attainment and reducing inequity for pupils continue to be delivered.
- Effective Feedback has been included in training packages to continue to raise attainment in Literacy, Numeracy and Health & Wellbeing
- Training in approaches to Differentiation in learning has been developed to meet the needs of all pupils across all areas of the curriculum.
- School staff have been involved in training to create High quality Assessments in numeracy and mathematics.
- The Word Aware project is now being rolled out to more early years establishments in partnership with Speech and language therapy to improve language and vocabulary.
- Active Literacy continues to be delivered with a few amendments to the programme ensuring consistency and progression in the upper stages of primary.
- Secondary support staff have been trained in the Fresh start programme as an intervention for targeted pupils to improve skills in reading and writing.
- Staff from different departments within the secondary sector have engaged in training for Literacy across Learning. This training is supporting staff in improving access for pupils to the wider curriculum and increasing opportunities for the individual in all aspects of life.

- An increasing number of sessions in Reading for Pleasure were planned and delivered by staff from libraries in partnership with school staff promoting reading for enjoyment.
- Staff across establishments are working collaboratively with colleagues across the West Partnership to improve learning and teaching in Literacy, Numeracy and Health and Wellbeing.
- The Digital Literacy Officer has continued to deliver training in developing the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching. This training has been on the use of GLOW and the use of Forms, One Drive and Teams.
- The adoption of whole school nurturing approaches is being developed through teacher led implementation groups and support from Educational Psychological Service and Coaching and Modelling Officers.
- Training has been provided to HWB Coaches in establishments on the Compassionate and Connected Classroom resource increasing staffs understanding of the effects of adversity and trauma on pupils' emotional and social wellbeing and how to develop pupils' confidence, resilience, compassion and empathy.
- A new two day course on PPB has been offered to compliment the longer 4 day version.

Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised LTA. All observed lessons should be satisfactory or above with the majority being judged as good or above.

- The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing. This has been distributed to all teaching staff and is a key component in developing pedagogy within establishments.
- Through our school reviews this session, almost all observed lesson were judged to be satisfactory or above with the majority being good or above. It was identified, however, that there is still a need to improve consistency in the quality of learning and teaching within our establishments.
- We continue to work with our colleagues within the West Partnership to develop a shared understanding of standards and expectations. 18 teachers have participated in the Improving Our Classrooms programme, led by Glasgow City Council. This has been very well received by all teachers who have carried out an improvement project to raise attainment in their classroom.
- We continue to implement our authority moderation plan to develop a shared understanding of standards and expectations. Schools allocated time for formal and informal moderation activities when constructing their school and cluster priorities. Opportunities to moderate across the authority, the West Partnership and at national events were facilitated to further support practitioners to plan learning teaching and assessment, support progression and develop a deeper understanding of standards. This session we have had a growing number of ELC engagement and an increase in more informal approaches to moderation. Training has focused on planning for assessment using high quality, holistic approaches and creating opportunities for challenge through application of learning.

Evaluation of Teacher Professionalism in Inverclyde

Newly qualified teachers

Our NQT programme remains a key strength in Inverclyde. Almost all NQTs in 2019/20 met the Standard for Full Registration in June 2020 and are now registered to teach in our schools. Our revised programme has been very well received, with more sector specific sessions to ensure best use of time.

Career long professional learning opportunities

We continue to use 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 five year rolling programme. To date we continue to have a 100% sign off for teachers in Inverclyde.

What do we hope to achieve in the future?

Outcomes for Learners

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

Next Steps to be woven in alongside recovery plan as appropriate

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.

Continue to ensure that Career Long Professional Learning impacts on playroom / classroom practice.

Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching.

Develop support and guidance for schools to implement curriculum rationales through IDL / POS

Provide CLPL for staff in relation to the implementation of ClickView as part of the blended approach

Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting AFL.

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 Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

Last year we said we would:

- Strengthened joint working with West Partnership to take forward the Scottish Government's action plan on Parental Involvement and engagement.
- Continued to ensure that a co-ordinated response to family learning is taken forward to maximise impact on attainment.
- Further improved consultation and collaboration with parents / carers and the wider community, to ensure that all are fully involved.
- Continued to work on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.

Here's how we got on:

Evidence of effective joint working with West Partnership.

Inverclyde Education services Parental Engagement Strategy strongly reflects parent and partner views gathered as part of a consultation process. The four main areas of parental partnership, communication with parents, learning at home and family learning remain areas of focus.

Inverclyde chairs the West Partnership, Regional Improvement workstream on Families and Communities, which continues to identify, share and develop best practices in addressing inequity through family learning, community capacity building and parental engagement. Inverclyde has parent representation on this group and has encouraged other authorities to engage parents in the work of the group. The partnership has developed a self-evaluation framework document. This resource aims to support practitioners in effectively self-evaluating their practice in Parental Involvement, Parental Engagement, Learning at Home, Family Learning, support for families and involving the wider community. This document draws together the actions highlighted in the

Scottish Government's 'Learning Together' national action plan. One Inverclyde Primary School is trialling this document with a view to sharing the tool more widely.

Staff from across sectors attended the Families and Communities West Partnership Conference to share practice through the market place. The former Head teacher of King's Oak Primary School, shared the journey which won them the Family and Community Learning category at the Scottish Education Awards.

Inverclyde schools have contributed to the development of a bank of family learning exemplars which will be shared widely across the regional improvement collaborative.

Evidence of improvement communication and engagement with parents/carers

In May 2019 parents were consulted on the use of the new SEEMIS Progress and Achievement Application which allows schools to develop bespoke reporting templates. All responses have been shared with schools and the information is being used to shape future reporting to parents. The majority of parents who responded indicated that the reports successfully summarised the progress that their child/ young person was making in their learning.

In June 2019 Inverclyde parents participated in the National Parental Involvement and Engagement Census which asked parents and carers about the involvement and engagement they have with their children's school. This information has been shared directly with schools to help them evaluate progress towards goals and actions outlined in the national action plan.

The authority has continued to provide parents, practitioners and establishment leaders with the ability to access training connected to the development of parental engagement partnerships. Staff and parents (31) attended two training sessions delivered by CONNECT: Helping to Support Your School Community and Engaging Families and the School Community. A further (8) practitioners attended Engaging Families in Children's Learning, an Education Scotland-endorsed professional learning module to develop practice around family engagement.

We continue to have Parent Councils in all of our schools and attendance at authority Parent Council Representatives meetings has grown considerably over this session. At the meetings there have been opportunities to discuss and share information around:

- Foundation Apprenticeships
- Nurturing Principles
- Health & Wellbeing and Poverty Linked Initiatives- Access to free sanitary products
- Update for Regional Improvement Collaborative
- Broad General Education Toolkit
- Update for Education and Communities Committee
- Update for National Parent Forum of Scotland

- Connect Update

- Anti-Bullying Policy

- Skills Development Scotland

- Inverclyde Alcohol and Drug Partnership

- Cost of the School Day

- Role of General Teaching Council of Scotland

Inverclyde has representation on the following groups:

- Education Committee
- National Parent Forum of Scotland
- West Partnership Families and Communities workstream

This ensures that parental opinion helps to reflect and shape council, regional and national opinion and policy.

Revised information detailing topics for inclusion in school handbooks to meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012 was shared with head teachers.

To date twenty nine schools and Early Years establishments are now creating new websites, twenty of which are now published and being used by parents. Feedback remains positive and all sites have a specific area where aspects of parental engagement can be highlighted.

- Over the year 2019/20 CLD Youth Team supported young people to achieve Dynamic Youth Awards, Bronze Youth Achievement Awards, Personal Achievement Awards, Employability Awards, Cookery Skills, Community Achievement Awards and Leadership Awards.
- Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness. This event was co-produced with a steering group of 12 young representing each of the local secondary schools.
- 2019 saw a 10% increase in the number of young people completing their Bronze, Silver and Gold Duke of Edinburgh's Award, higher than the national average increase of 4.3%. It was an excellent year with 236 young people completing their award across all levels. Inverclyde was the 3rd best performing authority in the country for 2019.
- CLD Youth Workers are in each school delivering alternative learning and development opportunities for young people using Pupil Equity Funding and Scottish Attainment Challenge Funding.
- CLD Youth Workers are supporting each school with delivery of accredited Senior Phase activities with targeted young people.
- We have 2 new elected MSYP's. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in'.
- Drugs Education and Prevention Workshops: 16 primary schools have had drugs inputs to P6 & P7 highlighting the risk of drug usage. 5 secondary schools have had drug inputs from S1-S4. Inverclyde Academy attainment groups and CLD girls groups all had additional sessions.
- Cyber-safety: 13 primary schools have had inputs to P5 (selected schools)/P6/P7 highlighting how to stay safe online, covering sexting and online gaming. 5 secondary schools have had cyber-safety and sexting inputs to S1-S3. Craigmarloch and Lomond View had input from S1-S6. 11 Attainment groups and 4 Senior Phase groups had inputs on cyber-safety.
- Clydeview Academy: S1 Group - achieved 5 Dynamic Youth Awards whilst working on community issues and also having a strong focus on the White Ribbon Campaign. This work was supported by the CLD Youth Team.
- Inverclyde Academy: S3 Girls Group - achieved a Cookery Skills Award alongside the Community Achievement Award due to their hard work and dedication.
- Clydeview Academy: S2 Group - achieved 9 Dynamic Youth Awards whilst working on anti-

sectarian projects as a main topic and also attended Finlaystone Country Estate to learn outdoor skills.

- Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events

Active Schools Programme

Annual performance statistics are very positive with several notable successes this year:

- Activity sessions up by 5%;
- Distinct participants increased by 4.5%;
- 5 schools have 90% and above of their school pupils participating; and
- 75% of all primary children participated in Active School activity.

In addition to these successes we compare favourably to the national data:

- 5% higher than the national average for girls participating in our sessions; and
- 4% higher than the national average for the number of distinct participants taking part in our sessions.

Primary schools with the highest level of children in SIMD 1 and 2 are engaging well with the Active Schools programme, with seven of the top ten schools for pupil participation being attainment challenge schools.

Feedback from senior management within schools is positive. They value the partnership with Active Schools and are seeing the impact across their Health & Wellbeing curriculum, not just in extra-curricular areas.

Sport for Change programmes are seeing success in engaging non participants, improving confidence, self-esteem, determination, resilience and motivation. Transfer of these skills to the classroom setting has been achieved which is also targeting better performances in numeracy and literacy.

Inverclyde's attainment plan sets out an integrated multiagency approach to closing the equity gap. Barnardo's are making very good progress in achieving their outcomes for this session. Barnardo's have been involved in delivering family learning events consistently with 9 of the Attainment Challenge schools; these are delivered weekly after school from 3-4pm; there have been 224 sessions facilitated since April 2019. On average the attendance is 59 families per week. This is decreasing in terms of school venues and attendance and will be adapted according to the needs of the local community to improve engagement.

What do we hope to achieve in the future?

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.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.

Embed family learning to ensure it continues to maximise impact on attainment

Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.

Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2

Review the present Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.

Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement

Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils

Develop the roles of home link workers to support the blended learning model

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 S3.
- 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 Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.

Last year we said we would:

- Take forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.
- Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Further develop the use of SEEMiS BGE tracking and reporting application.
- Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.
- Devised action plans to collate and support the analysis of the West Partnership critical indicators

Here's how we got on:

Taken forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.

Continue to develop the use of high quality assessments to determine next steps.

Inverclyde have a robust training and professional development plan in place to support the use of Scottish National Standardised Assessments and, to date, there have been 194 face to face attendances at training. Support is available in a variety of formats including face-to-face presentations, webinars and online resources. There are currently five training and professional development courses available.

The Inverclyde moderation plan for 2019/2020 has been developed further to include Early Years and ASN establishments. The Inverclyde model supports moderation within establishments, cluster events, authority moderation, West Partnership working and national collaboration. Authority moderation of literacy and numeracy has seen positive feedback from participants who have highlighted that events have had a particularly positive impact on learning, teaching and assessment, understanding the standards within experiences and outcomes, confidence in creating learning intentions and success criteria and increased confidence in own professional judgements around progress towards achievement of a level. All participants agreed or strongly agreed that dialogue at the events allowed for reflection on learning, teaching and assessment approaches.

For the fourth year, moderation of standards events for writing and numeracy early level through to fourth level should have taken place with the West Partnership. This year three primary schools, one secondary and four early years establishments were to contribute to the event.

Inverclyde supported the delivery of a West Partnership seminar at the Scottish Learning Festival. Together we outlined our work within the Regional Collaborative, sharing best practice and gaining collective benefit from the expertise across our region. During this input we shared insights to the work undertaken to date, its impact and our planned next steps.

We have maintained numbers within our team of Quality Assurance and Moderation Support Officers (QAMSOs). Inverclyde have supported almost all national events for reading, writing, numeracy and listening and talking early level through to fourth level. Four new QAMSOs have attended national training. To widen impact, experienced QAMSOs are supporting colleagues to prepare for and attend events. As a team we now offer a package of CLPL to practitioners within Inverclyde and have had colleagues attend from out with the authority. This package offers training on:

- Planning, assessment and moderation
- High quality assessments
- Collegiate sessions bespoke to establishment's needs

Continue to develop literacy and numeracy progression pathways to raise attainment for all children and young people

Progression Pathways for Numeracy are in use in classrooms and now in Early Years establishments ensuring a shared understanding of progress. The Numeracy and Mathematics Pathways Early level content has been evaluated and improved and the staging post assessments for early level through to second level have been rewritten and trialled.

Further develop the use of SEEMiS BGE tracking and reporting application.

A new post of a SEEMIS support officer was created and appointed just before December 2019. The appointee has made a very good start to being in post however the full impact of this post has yet to be realised.

St Stephen's High School are now using this fully for S1-S3 and Clydeview also developing their system. This practice has been shared with secondary Head teachers. All secondary schools are also working on developing their practice in this area and it is clear from annual attainment meetings in October and November 2019 that outcomes across the BGE in numeracy and literacy are improving. More needs to be done to ensure tracking of Level 4 across the BGE as well as wider subjects other than the core.

Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.

There is evidence via both inspection activity in schools and also school reviews that our secondary schools are making good progress in developing vocational programmes to secure improved destinations. In 2019 Inverclyde achieved its highest ever SLDR outcome of 95.8% which was approx. a 2% increase on the 2018 figure.

Work to improve the tracking of senior phase pupils over time has been established and has yet to be fully implemented. This will include termly meetings between the school's SLT, their education officer, the MCMC team and input from SDS. Work was being done in the spring term to develop this, alongside the promotion of and identification of good practice in relation to Foundation Apprenticeships.

A Senior Phase action plan was created during 2019/20 and a group of key stakeholders noted above along with representation from West College Scotland had met three times to review this plan and track its progress.

Evaluation of attainment in Inverclyde

Attainment and achievement remains relatively strong overall in Inverclyde and areas for improvement are highlighted in this report. In the senior phase, SQA results continue to rise, are positive overall and better than virtual comparators across many key measures. Year groups in Inverclyde often attain above both the national average and schools serving similar catchment areas (virtual comparators). This is particularly marked in respect of the lowest attaining 20% of the pupil population in terms of total tariff at the end of S4. Pupils in Inverclyde tend to stay on at school longer than pupils nationally, however, not all students who choose to stay at school beyond S4 build on this level of attainment and further work needs to be undertaken to ensure all of our young people are making the most of their senior phase of education. In terms of attainment versus deprivation, Inverclyde is performing very strongly against the national picture in regard to children's attainment across a range of SIMD deciles. Through ongoing attainment meetings, schools and the authority have identified attainment in maths to be a key area for improvement across the authority.

Following collection of teacher judgements in 2016 which did not match standardised test data, schools and establishments have worked to moderate standards through familiarisation with benchmarks and moderation activities both within establishments and at cluster level. Teacher judgements for 2017 are more robust and in line with national figures. The attainment gap between pupils in the most and least deprived areas has reduced in most cases between 2016 and 2017, the exception being at some aspects of early level where the gap has increased. It should be noted that 5 times as many pupils live in the areas of most deprivation as those who live in the least deprived areas so caution needs to be applied when making comparisons.

BGE Data June 2018 / 19 (*although this is the second year of collation this data has been is still identified as experimental*)

Achievement of a Level 2018-2019

2018/ 19 Data	Reading				Writing			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	86.9%	82.5%	9.9%	12.2%	82.9%	78.3%	10.3%	15.1%
P4 / Level 1	80.8%	72.4%	16.7%	18.9%	74.6%	66.8%	15.3%	19.5%
P7 / Level 2	82.4%	74.6%	14.3%	20.4%	75.4%	66.4%	16.5%	24.9%
S3 / Level 3	93.3%	91.1%	4.2%	3.1%	92.4%	89.7%	4.9%	4.5%

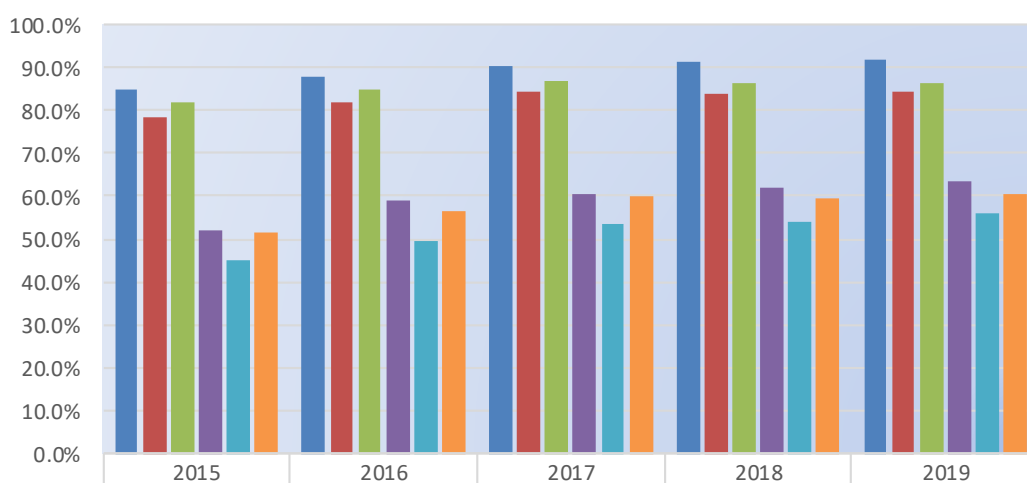
2018/ 19 Data	Listening & Talking				Numeracy			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	89.1%	85.8%	7.4%	10.2%	89.4%	85.8%	8.0%	10.2%
P4 / Level 1	87.8%	82.8%	9.6%	12.2%	80.3%	73.0%	13.9%	20.8%
P7 / Level 2	86.4%	81.3%	9.0%	18.7%	79.4%	70.5%	16.3%	25.8%
S3 / Level 3	94.2%	92.2%	3.6%	3.1%	91.9%	90.2%	2.9%	5.1%

Source:
Attainment Gap Data - 24 June 2019 - Version 2

Literacy & Numeracy

This graph shows the overall performance in literacy and numeracy for cohort pupils between 2014/15 and 2018/19. Percentages are calculated using an average of percentages achieved across stages S4, S5 and S6 (shown in table below). Stages S5 and S6 are a comparison against the larger cohort when the group were in S4. Overall in literacy and numeracy our performance has improved during the five-year period, 7% increase at SCQF level 4 and 11.8% increase at SCQF Level 5. There was a slight decrease in Level 5 over 2016/17 but this has improved again in the following two years. Performance has been consistently higher than our virtual comparator, and the national average, at both levels over the 5 year period.

Improving attainment in literacy and numeracy: Percentage of candidates attaining literacy and numeracy (average % across stages S4, S5 and S6)



	2015	2016	2017	2018	2019
Inverclyde SCQF 4	84.7%	87.8%	90.5%	91.5%	91.7%
Virtual comparator SCQF 4	78.5%	81.9%	84.1%	84.0%	84.6%
National SCQF 4	81.8%	85.0%	86.8%	86.2%	86.6%
Inverclyde SCQF 5	51.8%	58.9%	60.5%	61.9%	63.6%
Virtual comparator SCQF 5	45.1%	49.5%	53.4%	53.8%	55.8%
National SCQF 5	51.6%	56.6%	59.8%	59.3%	60.6%

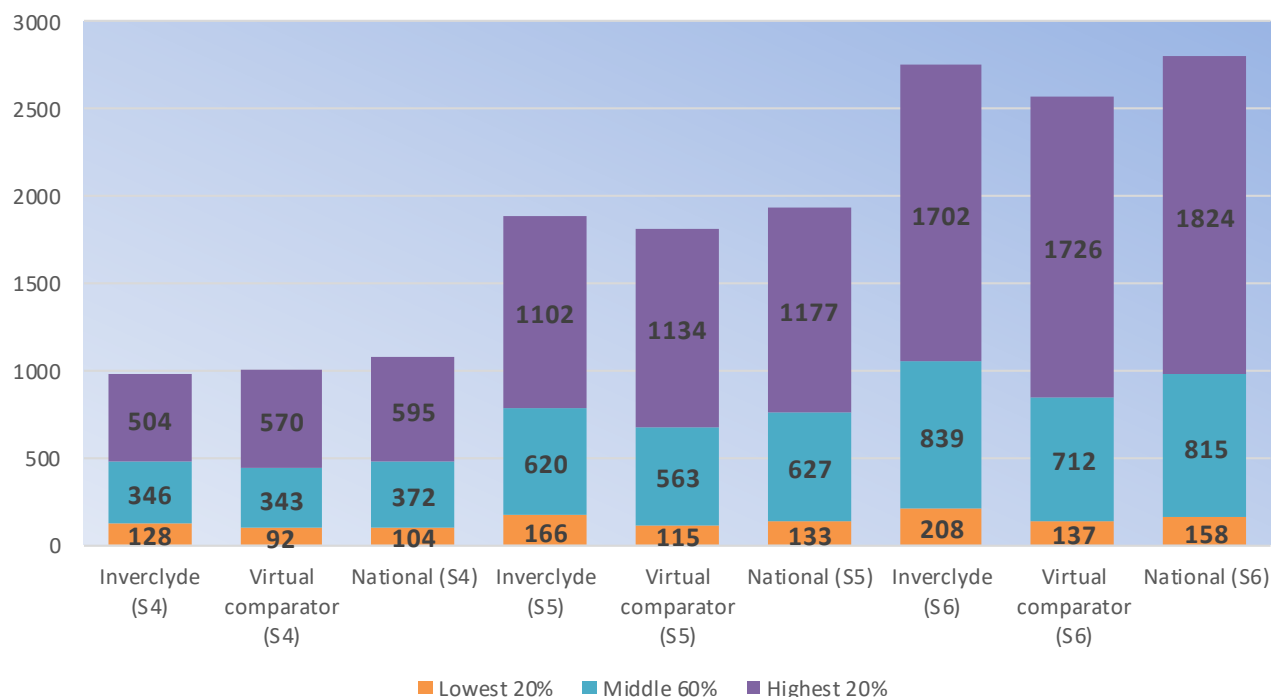
Source: Insight, 2020

Year		SCQF 4 (S4)	SCQF 4 (S5)	SCQF 4 (S6)	SCQF 5 (S4)	SCQF 5 (S5)	SCQF 5 (S6)
2015	Inverclyde	83.1%	88.3%	82.7%	40.3%	59.3%	55.8%
2015	Virtual Comparator	79.0%	80.9%	75.7%	36.0%	51.5%	47.9%
2015	National	82.6%	84.2%	78.6%	43.5%	57.8%	53.6%
2016	Inverclyde	85.4%	89.1%	88.9%	46.3%	64.7%	65.9%
2016	Virtual Comparator	80.2%	84.1%	81.4%	40.2%	53.8%	54.6%
2016	National	83.3%	87.0%	84.8%	47.6%	60.9%	61.2%
2017	Inverclyde	91.5%	89.9%	90.1%	48.4%	63.7%	69.3%
2017	Virtual Comparator	82.3%	85.5%	84.7%	46.8%	56.3%	57.1%
2017	National	85.5%	87.5%	87.4%	52.3%	63.3%	63.8%
2018	Inverclyde	90.7%	93.1%	90.5%	50.9%	67.7%	67.1%
2018	Virtual Comparator	80.0%	86.1%	85.8%	43.7%	59.0%	58.8%
2018	National	82.6%	88.3%	87.8%	49.5%	63.2%	65.3%
2019	Inverclyde	87.5%	93.8%	93.6%	52.5%	67.8%	70.5%
2019	Virtual Comparator	81.1%	86.2%	86.5%	47.2%	58.6%	61.6%
2019	National	83.6%	87.5%	88.7%	53.4%	62.7%	65.8%

Attainment for All

This graph shows the 2018/19 total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. Stages S5 and S6 are a comparison against the larger cohort when the group were in S4. The lowest attaining 20% are above both the national average and our virtual comparator figure in all stages. The middle attaining 60% performed above our virtual comparator in all stages, but also higher than the national average in S6. The attainment of the highest 20% is below the virtual comparator in all stages.

Improving attainment for all: Average total tariff points across stages S4, S5 and S6 (2018/2019)



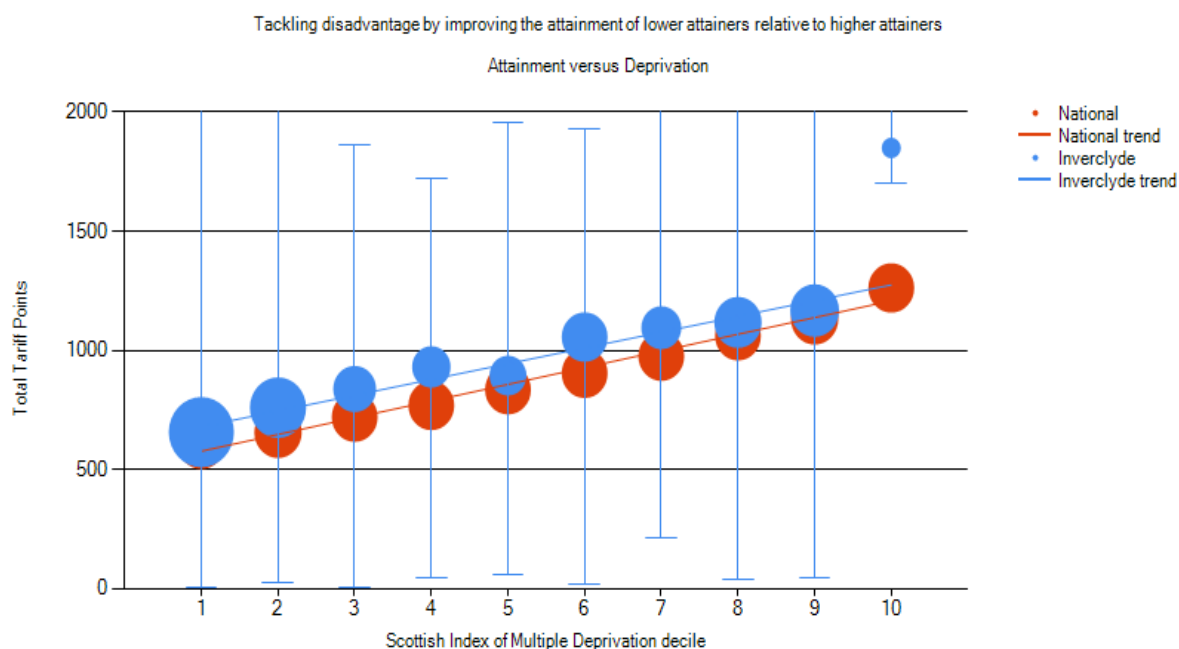
Source: Insight, 2020

Year		Lowest 20% (S4)	Middle 60% (S4)	Highest 20% (S4)	Lowest 20% (S5)	Middle 60% (S5)	Highest 20% (S5)	Lowest 20% (S6)	Middle 60% (S6)	Highest 20% (S6)
2015	Inverclyde	152	423	654	187	634	1180	191	740	1754
2015	Virtual Comparator	92	339	574	119	545	1114	131	661	1692
2015	National	112	373	601	146	625	1172	149	778	1815
2016	Inverclyde	140	355	503	185	679	1216	196	822	1783
2016	Virtual Comparator	98	345	570	123	559	1121	121	682	1690
2016	National	115	376	593	149	641	1171	152	807	1811
2017	Inverclyde	155	360	498	175	614	1062	201	873	1799
2017	Virtual Comparator	107	357	566	127	569	1125	126	698	1721
2017	National	125	384	588	150	650	1170	154	821	1823
2018	Inverclyde	124	351	508	196	639	1072	193	804	1711
2018	Virtual Comparator	90	341	566	135	585	1121	129	705	1731
2018	National	106	367	587	153	652	1169	154	829	1838
2019	Inverclyde	128	346	504	166	620	1102	208	839	1702
2019	Virtual Comparator	92	343	570	115	563	1134	137	712	1726
2019	National	104	372	595	133	627	1177	158	815	1824

Attainment v Deprivation

This graph shows the total tariff scores of pupils against their deprivation. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The total tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are consistently greater than the national trend. There are only 3 pupils in SIMD 10. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.



Source: Insight

The tables below show our performance at Higher in S5 and S6. The overall trends in Inverclyde remain very positive and we perform better than our virtual comparator in all measures. We continue to perform above the national average in most measures. Our aim is to close the gap between Inverclyde and the national measures and this is being achieved in most measures with 1 or more Highers rising above the national average.

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2019	66.5	56.5	61.8	45.0	36.6	42.7	18.9	18.0	22.4
2018	63.9	55.0	60.5	41.3	34.3	40.5	18.0	15.5	20.2
2017	60.9	52.3	59.1	37.9	32.2	38.8	16.9	14.7	18.8
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.00	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.10	12.2

By the end of S6	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2019	69.8	59.7	64.8	53.7	43.8	49.6	36.2	29.3	35.1
2018	66.8	57.3	64.0	48.4	41.1	48.4	32.4	27.2	34.2
2017	66.4	55.9	63.4	47.5	39.0	47.7	31.6	26.3	33.5
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44	26.8	24.7	30.8
2014	55.2	50	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

Source:

Insight - Breadth and Depth All Candidates

www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-no-2-2020-edition/

How do we perform for our leavers destinations?

School Leaver Destination Results (SLDR) Initial

Inverclyde 2018/19	Ranking	Scotland	Local authority quartile	Change in rank 2016/17-2017/18	2017/18	2016/17	2015/16
95.8	Joint 8th	95.0	1st	Up 18 places	93.3	93.0	94.3

Inverclyde Council SLDR 2018/19 (Initial destination percentages)												
School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Personal Skills Development (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	694	45.1	29.3	3.5	17.3	*	N/A	*	3.5	0.7	-	95.8
Scotland	49,760	40.3	27.3	3.5	22.9	0.6	N/A	0.5	3.1	1.4	0.4	95.0
Difference LA to Scotland		+4.8	+2.0	0.0	-5.6	-0.6		-0.5	+0.3	-0.7	-0.4	+0.8

Source: MCMC Development Officer

* Value could provide information on a cohort of less than five or has been suppressed to prevent calculation of data for a small cohort. Values are rounded to the nearest whole value and therefore may not sum to 100.

The 2018/19 figure regarding the number of pupils entering positive destinations is 95.8%. In 2018/19, there were 694 school leavers in Inverclyde, 19 less than in 2017/18. The data shows that there was an increase (2.5%) in the number of Inverclyde pupils who entered a positive and sustained destination (for example, further or higher education, employment or training) after leaving school. The Inverclyde figure for this measure is now above the Scottish average by 0.8% which has increased year-on-year as authorities become better at assisting their school leavers into positive destinations.

Inverclyde continues to consistently perform and deliver on initial school leaver destinations and Inverclyde has had no unknown leavers for the last ten years.

Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.

The senior phase is continuing to develop and schools are building on their previous work to increase and refine curricular Personal Learning Pathways and ensure that this is available to all pupils as appropriate.

Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.

The attendance policy is now in place and schools are proactively taking steps to monitor and follow up attendance. The policy will be reviewed next year as head teachers are reporting that the process can be overly bureaucratic. Whilst the numbers for LAC are small and any percentages have to be treated with some caution, the figures shown later in this report show that this should remain an area of focus for Inverclyde.

Continue to develop appropriate Personal Learning Pathways (PLPs) and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.

PLP's are a universal offer that are being adapted and supported by More Choices More Chances to support schools and staff to ensure that all entitlements are available to young people requiring additional support, advice and opportunities. This is as part of their transition from school to post-school and ensuring that the appropriate support is in place and continues, as required, for the young person.

How good is our wider achievement in Inverclyde?

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we hope to nurture talent and to develop the responsible citizens of the future.

The Duke of Edinburgh's Award programme develops skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged 14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top four nationally for the overall awards achieved.

The tables below shows the trends for enrolments and awards gained for to Duke of Edinburgh's Award programme in Inverclyde.

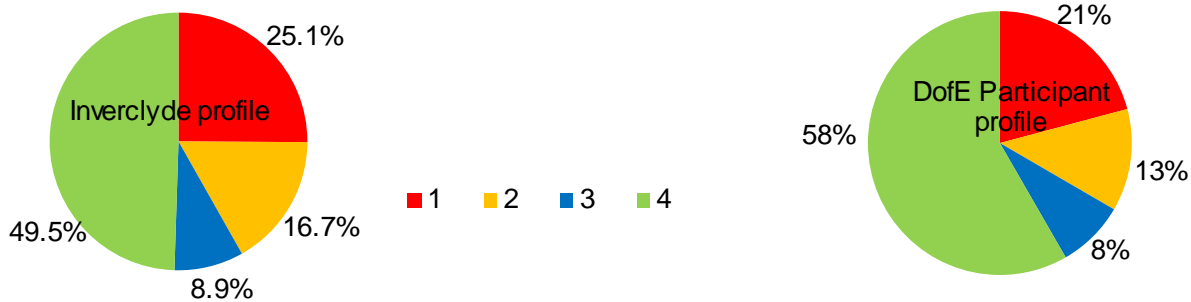


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The charts below show that the participation rate matched against deprivation for the awards is very positive for Inverclyde and that the demographics of participants in the Duke of Edinburgh's Awards closely match the demographics of Inverclyde overall.



Inverclyde completed a record 48 expeditions with over 748 camping occasions spanning over 116 expedition days.

Over the last year CLD Service has supported 3 young people to achieve the new Hi5 Award, 15 young people completed their John Muir Award and 65 young people achieved an SQA award in Personal Achievement, Personal Development, Leadership or Volunteering Awards. In addition, 92 Young people achieved the Dynamic Youth Award (SQA level 2) and an increase from 71 in 2016/17 and 10 young people undertook a voyage on the Ocean Youth Trust and gained a range of qualifications through this. The Dynamic Youth Award is an individual award to show participation and achievement with a set project or programme within the school, for example, Mentors in Violence Protection, Senior Phase Programme etc.

The Inverclyde Music Service

The Inverclyde Music Service continues to inspire children and young people to fulfil their potential and improve attainment. Our music service continues to be a real strength in Inverclyde with many successes on both the local and national stage. From P.4 to S.6, 1052 pupils currently receive music tuition in schools with 385 pupils participating in Inverclyde's choirs, bands and orchestra. In addition to this all P6 pupils receive a minimum of 12 hours giving them an introduction to music. Pupils learning an instrument have the opportunity to sit exams from both with the associated Board of the Royal Schools of Music and Trinity College Exams. As well as building their wider achievement portfolio, it provides valuable experience for sitting their SQA exams.

Choir, Bands and Orchestras

The Music Service manages eight ensembles and presents the Gala and Christmas Concert annually. In addition to this the choirs, bands and orchestras participated in church concerts, Armed Forces Day and this year the Junior and Senior Choir were invited to participate in the Glasgow Phoenix Choir at the Royal Concert Hall.

Youth Music Initiative (YMI)

- **General Introduction to Music** – 12 hours of music to all P6 pupils
- **Music at Lomond View** – musician in residence for two days a week
- **ASN Music** –delivering specialist music programmes and CPD in Craigmarloch School and Garvel Deaf Centre, including ASN Concert
- **Streetband** – 120 P.7 pupils in St. St.Francis, St. Michaels and Newark trained and performed as the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD delivered and classroom teachers supported by music education software
- **Music in Craigmarloch** – 3 members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making

Other notable achievements:

- **Scottish Concert Band Festival (Perth City Concert Hall)** – Concert Band and Wind Orchestra achieved Gold and Gold Plus awards at Regional and National Events. Inverclyde are the only local authority in Scotland who has qualified for the finals since the festival started 10 years ago

What do we hope to achieve in the future?

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

Next Steps to be woven in alongside recovery plan as appropriate

Further develop and embed the Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil.

Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.

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.

Support schools through CLPL with assessment of pupils on return to school and via the blended model

Provide support and guidance for secondary schools with the emerging SQA guidance for the 2021 exam diet

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

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.

We said we would:

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This included the creation of an Inverclyde self-evaluation and quality assurance framework.
- Embed the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.
- Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.
- Worked with neighbouring Authorities to build capacity across all sectors.
- Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

Here's how we got on:

Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework.

From August 2019 the full cycle of revised Improvement Framework was completed and further revisions to the process were identified by the new Head of Education. These included further adaption to schools' data packs to further sharpen the focus of the annual attainment meetings. Head teachers reported that these meetings have continued to be both supportive but equally challenging in their rigour.

By March 2020 a new handbook outlining a new approach to a triennial peer review model had been agreed. This will increase the regularity of school and establishments' reviews from every 6 years to every 3. The make-up of the team will expand to include more senior leaders from other schools thus providing leaders with a further CLPL opportunity and the chance to share practice around the authority.

As part of the offer schools and establishments will also be able to opt for more focused reviews of either QIs or subjects.

A full training programme will be delivered during the summer term of 2019/20.

An area for further development is to ensure that primary schools with nursery classes feel confident to ensure that the evaluation of separate judgments of Nursery classes is accurate and the related actions plans have a clear focus and identify the impact they have.

Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

In November 2019, over 80 young people from across all of our secondary schools attending the Clyde Conversations 3(b) Event in Greenock Town Hall as a follow up from the Clyde Conversations 3 event which took place in February 2018. A steering group of 12 pupils were involved in the planning of the event and had full ownership from the beginning. A range of issues were explored and the views of young people taken on board. The themes discussed at Clyde Conversations in 2018 included Careers Support, Drugs & Alcohol, Pupil Voice, Mental Health and Hate Crime. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform Education and Children's Services planning. Examples of work that has been undertaken as a result of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of sexual consent.
- Some schools have undertaken a review of their Personal Social Education (PSE) programme.

Furthermore, colleagues from Community Learning and Development carried out a range of consultations with young people throughout the past 12 months including:

- Focus groups and consultation with over 200 young people on the Council's Savings Proposals.
- Consultations carried out by the Clyde Conversations Steering Group to identify the issues affecting young people – over 150 young people responded.
- A youth-friendly version of the “Our Place Our Future” survey carried out with young people involved in youth work services to ensure that their voice was heard. The findings contributed to the Local Outcome Improvement Plan.
- Members of the Scottish Youth Parliament (MSYPs) carried out a consultation with young people on public transport following a Scotland wide consultation with young people which attracted more than 10,500 responses. Our MSYPs consulted widely with local young people to gain their views on fares, accessibility and standards.
- In March 2019, young people from across Inverclyde voted in the Scottish Youth Parliament election to elect two new MSYPs for Inverclyde. The newly elected members will serve for a period of 2 years and will work alongside their peers to campaign on issues affecting young people

Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.

Attainment meetings have taken place for all establishments this session. Early Learning and Childcare managers have taken part in specific securing children's progress meetings with the link ELC Education Officer around Q.I. 2.3.

Primary schools now produce their own annual data report which is discussed with the Head of Education and link Education Officer.

Secondary schools also produce an annual data report which also forms the focus of an attainment meeting involving the Director of Education, Head of Education and link Education officer.

Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.

All educational establishments participated in training for the Latest Pastoral Notes Application. This change was welcomed by staff who viewed the improvements as being beneficial to supporting their work and children's wellbeing. The changes to SEEMiS applications for ELC and Schools have now been delayed until February 2021 and associated training schedules have also been postponed. This aspect will now be reported on in the next Standards and Quality report.

Worked with neighbouring Authorities to build capacity across all sectors.

The Quality Improvement Team and school leaders have twice worked jointly with colleagues from Renfrewshire Council and Education Scotland on collaborative capacity building activities. These have helped strengthen the groups understanding of high quality learning and teaching and the use of evaluative feedback as part of review processes.

What do we hope to achieve in the future?

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to work alongside schools / establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.

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.

Develop a consistent data set for use in Early Learning and Childcare.

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.

Work with neighbouring Authorities to build capacity across all sectors.

Support schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS? 4 Quality Indicator 2.2 - Curriculum 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 pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

We said we would:

- Engaged with the West Partnership to develop the Curricular / Specialist networks work stream to ensure appropriate pathways for all learners
- Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils
- All schools will have developed appropriate pathways for all learners.
- Worked with all stakeholders to increase positive and sustained destinations to 95%.

Here's how we got on:

Engaged with the West Partnership to develop the Curricular / Specialist networks workstream to ensure appropriate pathways for all learners.

We have established curricular networks for Primary and Secondary teachers, created opportunities to share via Microsoft Teams and have engaged fully with the West Partnership Curricular Networks events. This has increased the number and range of staff involved in leading school initiatives.

Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils

Our senior phase model has now been operating for the last four sessions. Schools have continued to increase the variety of courses on offer to better meet pupil interests e.g. Music Technology, Photography, and Drama etc. Schools are trying to maximise flexibility within the timetable to allow pupils a more personalised pathway.

As above Attainment meetings with secondary Head Teachers focus on pace and challenge for pupils. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. Data is collected on skills for life, learning and work for S3-S6 pupils in all secondary schools. The data allows schools and

the authority to track the needs of our young people, to discuss individual needs and to plan and deliver the curricular needs and structure of the senior phase. Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

To sharpen the focus and impact of this work further the termly meetings referred to above will be introduced.

Ultimately we aim to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named deputy Head Teacher responsible for DIYW and this includes vocational learning/college partnership. In addition, the authority wide DIYW steering group made up of key stakeholders meets twice annually to review progress.

With the best ever destination figure in 2019 this aim is being realised.

All schools will have developed appropriate pathways for all learners.

Progression Pathways for Numeracy are in use in classrooms and now in Early Years establishments ensuring a shared understanding of progress. The Numeracy and Mathematics Pathways Early level content has been evaluated and improved and the staging post assessments for early level through to second level have been rewritten and trialled.

The Health and Wellbeing Curriculum focus group have developed a Health and Wellbeing Framework from early years through to S6, ensuring breadth of learning and an understanding of progress. This also identifies key resources to support delivery.

Worked with all stakeholders to increase positive and sustained destinations to 95%

As above.

Outcomes for Learners

All learners in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.

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.

All establishments to continue to develop pathways for all learners.

Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above.

Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning

Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model

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.

We said we would:

- Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
- Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.
- Improved the educational performance of our LAC pupils and increased the number of LAC pupils entering a positive and sustained destination upon leaving school.
- Embedded actions from the additional support review:
 1. Established ASN locality forums in 3 localities
 2. Implemented a 3 tier mental health framework.
 3. Reviewed education service's GIRFEC model
- Continued to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.

Here's how we got on:

Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.

The move to restructure the remits of the two new Heads of Service has been successful. The Head of Education has made a good start to leading a service wide evaluation of the current structures and provisions across the authority.

A series of meetings with Heads of establishments and Depute Heads / ASN leaders, over the autumn term culminating in the Head of Establishment conference in November 2019, which took the theme of inclusion, allowed for a wide consultation on what was working well and what might be developed further resulting in an ASN action plan which started to be implemented from late autumn.

The key messages from both the conference and during the consultation period was to achieve a more integrated approach to the meeting of pupils' needs alongside joint responsibility.

The three areas of focus identified for the action plan include:

1. Improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed
2. Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN
3. Review and develop systems and structures to better support delivery of highly effective ASN provision and support

Continue to monitor and improve educational performance and attendance, with a particular focus on links 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 and sustained destinations.

These areas continue to be a focus of the ASN action plan above. Attendance overall at primary continues to improve. Whilst secondary attendance remains steady and in line with 2019 there is still room for improvement.

A working party to review the existing attendance policy has met however more needs to be done to ensure that schools have improved capacity to support pupils and their families with emotional avoidance of learning and school. The Educational Psychology team are leading on this as part of the ASN action plan.

Outcomes for LAC pupils who are cared for in local authority provisions is strong at Level 4 (100%) and improving at Level 5. For those pupils in kinship placements the outcomes are less than for their LAC peers and significantly so from all others.

During 2019/20 work has been done to explore the concept of a Virtual School for Inverclyde. More now needs to be done to secure a plan for this piece of work alongside funding and buy in from across the partnership.

Embedded actions from the additional support review:

- **Established ASN locality forums in 3 localities**
- **Implemented a 3 tier mental health framework**
- **Reviewed education service's GIRFEC model**

Early in the autumn term it was agreed not to proceed with the model of more localised ASN forums and retain the existing authority ASN forum and ensure its full effectiveness. Feedback from the trial locality ASN approach was mixed and the wider review of ASN brought out the challenges of this model.

During the year the ASN forum has continued to develop its practice and via the newly formed ASN leaders network support and CLPL for them has been identified.

During 19/20 the Head of Education has worked with partners in HCSP to create a tender process for a new Tier 2 service for all Inverclyde pupils aged 5 – 18. This will be funded by the Scottish Government Mental Health grant as well as further funding from the HCSP. This service will be in place for August / September 2020.

We have also formed strong partnerships with the Alcohol and Drugs Partnership and established a Health and Wellbeing Implementation Group which includes partners from a wide range of services.

Inverclyde's GIRFEC Practice model was designed and launched prior to the national provision of Pupil Equity Funding. PEF has enabled many schools in Inverclyde to significantly increase the range of offer at universal level and enhanced universal to children and families. There also has been a significant change in school and ELC leadership teams since its implementation. Educational Psychology thus commenced a series of training and development for ASN Leaders both as an update of the GIRFEC practice model, wellbeing assessments and planning as well as moderation exercises to bring about consistency in practice.

Outcomes for Learners

All pupils feel safe and included in our schools and are achieving their potential.

Next Steps to be woven in alongside recovery plan as appropriate

Improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed

Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN

Develop a new ELC provision within Craigmarnock School and ensure a coordinated approach with the service provided by Hillend Children's Centre.

Review and develop systems and structures to better support delivery of highly effective ASN provision and support

Improve schools capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular.

Fully implement the new Tier 2 School Counselling and Health and Wellbeing service from August 2020.

Work with partners to develop our Health and Wellbeing Strategy

Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs

Pupil Equity Fund

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme for 2019/20. This session publicly funded primary, secondary and special schools received £1,200 for each child in Primary 1 to S3, with Inverclyde receiving £2,385,960. Care experienced children and young people have also been identified as a group who could benefit from additional resources and approximately £33 million from the Attainment Scotland Fund was made available to local authorities from 2018/19 to 2020/21. The use of this funding is jointly agreed by the Chief Education Officer and Chief Social Work Officer and has been invested in approaches to improve educational outcomes for care experienced children and young people.

As spend is allocated directly to schools Head teachers report that this funding continues to provide targeted support for children and young people affected by poverty to achieve their full potential. Most Head teachers are able to identify and articulate clearly the attainment gap for their respective establishment. Across Inverclyde primary and secondary school staff are increasingly using a variety of data to target cohorts of children and young people who are at risk of not making the expected progress. The wide variety of strategies and interventions planned and monitored are showing evidence of contributing to clearly defined outcomes resulting in improvements in Literacy, Numeracy and Health & Wellbeing. As a result of the increased focus on tracking and monitoring most Head teachers are effectively measuring the impact of the approaches which are reducing the poverty related attainment gap. Steady progress has been made as plans are evaluated and those interventions or strategies not achieving the results intended, appropriate steps are taken to adapt or amend and therefore maximise progress.

Parents and carers, children and young people and other key stakeholders continue to effectively contribute to the planning process involved in PEF funding. As a valuable source of support schools are thinking creatively about the ways they work with families, carers, the third sector and others about the use of this money. The increased partnership working is enhancing staff capacity in leading learning in literacy, numeracy and health and wellbeing. This is impacting positively on the high expectations and aspirations which are improving the life chances of children and young people and their families. Schools continue to identify opportunities to make connections with new individuals, groups and organisations, to work in partnership with and improve outcomes for all.

Inverclyde's robust arrangements remain in place to support and challenge Head Teachers to track and monitor Pupil Equity Fund spending. The evidence and evaluation to date indicates that schools continue to make very good progress in improving learning, raising attainment and closing the poverty-related attainment gap.

Head teachers report on the impact of some of this funding:

- Craigmarloch School appointed three PEF Principal teachers. They have had a significant impact on curriculum delivery, identifying effective teaching strategies, supporting wellbeing and using strategies to support family engagement to help raise attainment.
- St Stephen's High School established a hub in the school supporting wellbeing and pupil attainment by directing additional targeted support particularly in literacy and numeracy. They have also had increased their pupil positive destinations by the development and linking of DYW.
- Ardgowan Primary School appointed a Health and Wellbeing Coach. He developed relationships with children and staff to fully embed the H&W curriculum. Interventions were also implemented for pupils struggling to maintain behaviour/focus in class. Skilfully

he used boxall profiling at the beginning and middle of the year to chart the progress of reluctant learners. Attendance figures, attendance at lunchtime and after school clubs as well as Teacher Professional Judgements improved.

Summary of Pupil Equity Spending proposals by Equity Intervention

1. Early Interventions	2. Social & Emotional Well Being	3. Health & Well Being
EYECOs Classroom Assistants Early Years Learning Assistants Active Play Programmes Language Assistants Staff Additional Responsibilities	Counselling Programmes Bespoke Counselling Play Therapists Welfare Officers	Health & Well-being coaches Nurture Groups Breakfast Clubs Outdoor Learning Play Coaches Counselling Programmes
4. Targeted Support Literacy Numeracy	5. Professional Development	6. Wider Engagement
Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities	High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning Literacy training PEF PT's Differentiated Support	Family Learning Officers Extra-Curricular Sports Clubs Family Library Outdoor Play Areas Family Support Residential Seminars Enhanced Supported study STEM Week ends
7. Partnership Working	8. Resources	
Counselling Services Cluster Welfare Officers CLD Support Coaching Support Outreach Workers Children's Advocacy Officer Residential	Administrative Assistants Digital IT Wi-Fi	

This is the second year the Care Experienced Young People's Attainment Fund has been delivered in Inverclyde. The self-directed support approach enables care experienced young people between the ages of 0-26 to access opportunities which promote their health and wellbeing and enhance access to learning. To improve a child's or young person's attainment support is planned, in line with the Getting It Right For Every Child (GIRFEC) approach. Partnerships with children, their families and the team around the child are the key to the success of this approach.

By the end of March 2020, a 104 individual applications had been received across all placement types (at home, kinship, foster care, residential and external placements). The percentage of children in receipt of the Fund, who lived within their local community was 84%. Children looked after at home represented 38% of this number.

The Fund enabled 21% of this number to access school trips/holidays/tutors or additional 3rd sector provision to support their school timetable. It also assisted a further 36% of children and young people to become more active within their local communities by attending clubs or becoming involved in new hobbies.

Additional projects were located in school settings and led by educational staff in partnership with a 3rd sector provision to promote health and wellbeing.

The Attainment Fund due to the number of care experienced pupils in S4, built capacity in the Corporate Parenting teaching team by funding a full-time teaching post for 3 months.