



Education Services

Standards and Quality Report

August 2020 – April 2021



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Foreword

Welcome to our Standards and Quality Report for the period August 2020 – April 2021.

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 covers the period that included the full return to schools and early years centres for all pupils from August 2020, the second national lock down from January 2021, which included a period of remote learning for all, a gradual return from mid-February 2021, including a phase of blended learning for secondary pupils up to the Easter break.

Links to glossaries of education terminology that will support the reading of this document can be found at:

<https://education.gov.scot/parentzone/my-school/education-glossary/>

<https://www.edubuzz.org/pencaitland/wp-content/blogs.dir/115/files/2017/11/List-of-Acronyms-2017-1.pdf>

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 12 Early Learning and Childcare Centres. In addition to this, Craigmarloch School and Lomond View Academy support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school.

In school session 2020/21 there were **5224** primary school pupils and **4396** secondary school pupils. There are also **193** pupils in ASN schools and **1741** 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. The opening of the fully refurbished St Mary's Primary in October 2020, marked one of the last schools to be completed. There are ongoing works to extend Gourrock Primary School as well as the rebuilding of Larkfield Children's Centre, the full refurbishment of Hillend Children's Centre and the extension of the Rainbow Family Centre in Post Glasgow. 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 2020/21, 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 the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own department plan for 2020/21 and focuses on the impact we have had.

How have we gathered the evidence for the SQ report?

- 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

We would normally have drawn evidence from our own reviews of schools (validation of self-evaluation), Education Scotland reports and follow through inspections from Education Scotland inspections. However during 2020/21 all internal and external scrutiny of schools has been postponed due to the pandemic.

However, officers have worked in a number of ways to support schools to form their plans and the evaluations of them, including focused evaluations of quality indicators in some schools, audits against emerging guidance from Education Scotland and regular professional dialogue meetings. As well as this the annual school achievement meetings were able to go ahead.

Alongside the work of the service we also engaged in three external departmental scrutiny meetings with Education Scotland; two focussed on our work relating to remote learning and the third on our processes to assure the quality around SQA certification.

Link to the Children's Services Plan 2022 – 2025

We have linked the next step sections of this report to the four priority themes of the next Children's Services Plan 2022 – 2025. These are:

Priority Theme 1:

To utilise our learning from the Addressing Neglect and Enhancing Wellbeing work stream to further embedded GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi agency approaches throughout a child's experience.

Priority Theme 2:

Mental health is everyone's business and it affects all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential.

Priority Theme 3:

To reduce the inequalities of health and educational outcomes linked to deprivation.

Priority Theme 4:

To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.

Key Achievements

- Reduced the attainment gap in average total tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 35% over the past four years
- On average 4% more of our leavers achieve level 4 literacy and numeracy than the national figure, and 5% more achieve level 5
- There has been three years of continuous improvement in achievement of expected literacy and numeracy levels in P1, P4 and P7, while also remaining consistently above the national average
- Inverclyde has the fourth smallest gap nationally between most deprived and least deprived pupils in percentage of school leavers achieving five or more awards at level 5 in 2018/19.
- In 2019/20 Inverclyde was ranked 5th nationally for the % of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 4th nationally for the same cohort gaining 5+ awards at level 6.
- Ranked 14th local authority in Scotland for 16-19 years old participating in education, employment or training, in 2019/20. Increased from 20th in 2017/18.
- Ranked 15th local authority in Scotland for overall positive destination, 10th for higher education destination and 11th for further education destination, in 2019/20.
- Pupil attendance has increased across most local authority establishments during the academic year of 2020/21, despite the impact of the coronavirus pandemic. The same increasing trend was evident within the SIMD 1-2 pupil cohort.
- A strong and successful response to both lockdowns with a developing remote learning offer resulting in significantly improved engagement from pupils and their families
- Successful delivery of the full 1140 project from August 2020
- 100% of Early Years establishments graded good or better - highest in Scotland
- GTCS full revalidation with no conditions for 2020 – 2025
- Very positive scrutiny meetings during 2021 with Education Scotland relating to remote learning and SQA / Alternative Curriculum Models

School/Establishment Leadership

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:

<ul style="list-style-type: none"> • Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.
<ul style="list-style-type: none"> • Develop leadership of Additional Support Needs and support for Care Experienced Young People.
<ul style="list-style-type: none"> • Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase.
<ul style="list-style-type: none"> • Further develop Leadership Pathways in Early Years, including programmes to support.
<ul style="list-style-type: none"> • Further develop the leadership of primary schools with nursery classes
<ul style="list-style-type: none"> • Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond.
<ul style="list-style-type: none"> • Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance
<ul style="list-style-type: none"> • Develop the leadership of improving attendance across all schools with a focus on the concept of emotional avoidance of education
<ul style="list-style-type: none"> • Supporting schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate
<ul style="list-style-type: none"> • Begin to implement the new Peer review programme across all schools from January 2021

Here's how we got on:

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

Evidence of impact: success criteria

- **Evidence of empowerment actions at establishment, cluster and authority level**
- **Evidence of establishments sharing best practice and resources at a local level**

The Covid-19 pandemic placed Local Authorities, school leaders and their staff in the unique situation of being required to deliver a high-quality "Remote Learning" experience as the majority of children were not attending school in person. Part of the approach to remote learning has been a significant focus on digital approaches to the online offer as part of this. In addition, for the period of March - June 2020, and then again from 11th January 2021 until the 5th of April 2021, schools were asked to provide, at short notice, a delivery model which also included an in-school provision for those children of keyworkers who met criteria set out by the Scottish Government, as well as a small number of other eligible children and young people.

During the first lockdown from March to June 2020, our schools developed a great deal of effective Remote Learning practice. In particular, we acted quickly to ensure we had a robust plan to purchase and distribute digital devices to those who required them. In June 2020 head teachers started the process of identifying families who required support with accessing digital technology.

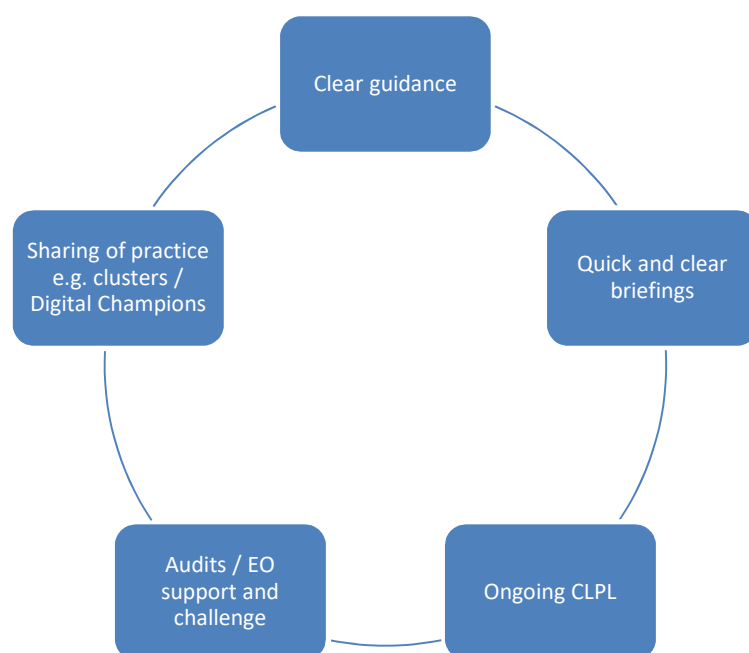
We worked in partnership with schools and IT services to make use of the Scottish Government grant in support of this agenda, resulting in 1200 laptops being distributed to secondary learners who were entitled to FSM for use at home with Remote Learning. In addition, approx. 200 devices had built in connectivity to provide them with internet access at home.

We established a digital team to support both the development of a strategic approach as well as dealing with training needs and more operational matters, whilst aiming to empower schools to take a lead and respond quickly. A member of the Education Officer team has also been on secondment since November 2020 to lead the development of a digital strategy for the service. This work is progressing well and a clear strategy is emerging.

The lessons learned during "Lockdown 1", particularly around connectivity, demand for training, consistency of experience and learner engagement were reflected and acted upon. During the period August-December 2020, a significant focus was placed on ensuring our schools were better equipped for any subsequent period in which schools may be asked to operate a remote model of delivery. A wide range of training opportunities were provided, and schools were consulted with and assisted in proactively planning for any future developments.

As a consequence, when the next Remote Learning period was announced we were in a strong position and able to act quickly.

When the second period of Remote Learning was announced on 4th January 2021, we produced a comprehensive set of local guidelines to help schools plan. Schools were asked to use these guidelines, and the National Guidance produced by Education Scotland as a scaffold upon which their context specific Remote Learning plans could be built. All schools produced a policy on remote learning by the end of January 2021 in conjunction with stakeholders.



“Senior education local authority leaders quickly recognised that all staff needed to understand what the remote learning offer was first, in order for this to be quality assured well. The quality assurance now in place is a three part process in the form of a deep audit. Questions are completed by all primary and secondary head teachers. The completed audit is then analysed and thereafter head teachers meet formally with education officers to complete support and challenge conversations, linked to the completed audit results and analysis.”

Education Scotland Overview of practice March 2021:

<https://education.gov.scot/media/fiae2vqn/national-overview-of-practice-in-remote-learning-7-local-authority-approaches-to-assuring-the-quality-of-remote-learning.pdf>

During this second period of lockdown, school leaders, teachers and other staff were asked to expand, improve, and carefully plan for their new offer. Each school was asked to ensure they had a robust plan that would stand up to scrutiny and which would reflect their unique context, maximise learner engagement, reflect the views of stakeholders and be responsive to their needs. Head Teachers were supported by Central staff, and regular communications and meetings ensured that a supportive, team approach was taken. The Digital Team increased their training offer as well as continuing to ensure that all schools had access to hardware for both staff and learners. Each school offer was evaluated and schools who needed further assistance were offered this.

Schools aimed to ensure that their children and young peoples’ learning experience was as continuous as the context allowed. During the last year Inverclyde Education services took a lead locally to provide schools, pupils and parents with access to recorded teaching content via the ClickView platform. This gave access to pre produced content drawn from a range of sources such as existing TV content, content produced by ClickView and the ability for staff to upload their own content. As part of the roll out of this resource to schools the work was then shared with the West Partnership and as a result the West Online recorded content resource was created using the ClickView platform.

The West Online resource has since become part of the national e-Learning offer. Inverclyde staff have contributed over 25% of the 1600 videos now uploaded to the platform which is a significant achievement and contribution to the national solution to remote learning now and for the future.

In addition, the wider issues being faced by children, families and their teachers during this period has not been underestimated, and schools have kept the Health and Wellbeing agenda at the forefront of their considerations. Teachers and other staff have made outstanding efforts to ensure that the social, emotional needs of their children have been at the centre of all of their work at this time, as have Head Teachers in ensuring their staff have felt supported during this unprecedented time.

Feedback from our stakeholders with regards to the Remote Learning experience including from parents, carers and Local Elected Members has been overwhelmingly positive. We are very proud of the way the staff in all schools and establishments have risen to the challenge of providing a high-quality Remote Learning offer. Schools have played an integral part in assisting the National response to the pandemic by helping to provide as much continuity and support as possible for our children and their parents at a time when things have seemed far from normal.

Throughout the session schools have worked closely together to share solutions and best practice in response to the guidance being shared by both Education Scotland and the Scottish Government. This has been done via various means including:

- Cluster work around remote learning
- Heads of establishment meetings
- The publication of storyboards by West Partnership sharing best practice from ICOS, Moorfoot, St Columbus, Kings Oak and St Ninian's
- The work of Kings Oak and Rainbow were captured in national publications by Education Scotland
- The establishment of the Digital Champions role in every establishment, with monthly meetings being held since January 2021 to share best practice in remote learning from across Inverclyde

As described above education services provided schools with guidance, audit tools and templates for remote learning policies. Each school then developed its own response to these also drawing from the sharing of best practice via the networks above.

During 2020/21 each establishment conducted ongoing questionnaires with parents and pupils and the feedback from these and other informal means was exceptionally positive, with significant improvements noted to the remote learning offer between March 2020 and January – March 2021.

“Senior education local authority leaders and headteachers are very positive about the approach taken and comment how much they value the use of the two remote learning audits to help them assure the ongoing quality of remote learning across their schools. The role of the senior leadership team and education officers has been critical to assure what is happening in schools. For example, as a result of all the local authority support and challenge, commitment to live lessons is growing alongside the wealth of lessons that are pre-recorded. In addition, senior school leaders are now providing increasingly robust quality assurance of the quality of remote learning in their own schools.”

Education Scotland Overview of practice March 2021

Schools continue to have autonomy around their annual PEF strategy and spend. Head teachers have been given PEF budgets for the two years 20/21 and 21/22 to allow them to plan provision more strategically. The service was able to download money from Scottish Government grants to schools to allow them to fund additional teachers and resources to support remote learning and recovery. Alongside this, greater flexibility around PEF money was granted to allow for responding to the pandemic and planning for recovery.

There is evidence from the work of Education Officers with schools that school leaders are increasingly basing this work on research as well as their own evidence of the impact the strategies are having.

Our work to look at the senior leadership structures in secondary schools and how the Devolved School Management process in schools could be further devolved has been stalled by the pandemic but is now moving at a pace. 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, with pilot work under way.

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

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

Prior to the start of the 2020/21 academic year education services provided its own guidance on recovery curriculum planning alongside a revised approach to standards and quality reports for 2019/20 and improvement planning for 2020/21, with all establishments being asked to create an initial recovery plan for the autumn term, followed by a further plan from January 2021 to June 2021.

Education officers met with Heads of establishment throughout the year to support and challenge both the writing of the plan and discuss its progress and impact. Almost all establishments reported that they had made good or better progress with their initial recovery plan for the autumn term, with good progress being made to support recovery.

The Educational Psychology team also produced a nurture audit tool, and attended initial improvement planning meetings with Heads of establishment in order to identify how best they could support the delivery of recovery plans. This has promoted the roll out of training in the areas of Bereavement, Change and Loss and Coping with Adversity/Trauma Informed Approaches.

The Educational Psychology team also produced guidance and training tools around metacognition in order to support schools with developing independent learning capacity in their pupils for remote learning at home.

As above a full remote learning policy, audit tool and model templates for school policies for remote learning were produced meaning that by the end of January 2021, all establishments had a clear policy published on their website that had also been consulted on with key stakeholders.

Develop leadership of Additional Support Needs and support for Care Experienced Young People.

During 2020/21 our work in this area has continued at a pace. An action plan to address key areas of improvement has continued to be progressed.

The ASN leaders' network formed in 2019/20 has continued to meet twice a term, with agendas for training and input drawn from audits with ASN leaders, as well as identifying themes and trends from the ASN forum and ongoing engagement with schools.

Ongoing CLPL linked to ASN has focused on improving and moderating Well Being assessments as part of the GIRFEC pathways, reviewing our processes linked to the recording of critical incidents and input from Education Scotland around the QI 3.1 around wellbeing and inclusion.

The ongoing development of the work of the ASN forum has continued, including the admin systems which support it. In order to ensure improved and appropriate presentations to the forum DHTs leading on ASN have become permanent members of the panel and a system of allowing other DHTs to observe its work is now in place. As a result of this, alongside the work outlined above, the quality of submissions to the forum has improved and the need to seek further information, assessment and clarification as decreased.

During 2020/21 a full data analysis relating to CEYP has been undertaken to ensure full clarity of progress and areas for further improvement. This analysis has informed the drafting of the new Children's Services Plan, where one of the four key priorities is focused on improving outcomes for CEYP.

Throughout 2020/21 the service has tracked the progress of CEYP young people as part of the requirement to ensure the needs of vulnerable pupils were being met during the pandemic. At the start of the first lockdown in 2020 a data sharing process was carried out with colleagues in HSCP and Bernardo's to ensure that all CEYP, vulnerable pupils and those children on child protection plans were being seen by partners. This was then shared with schools to ensure all agreed the pupils who we needed to focus on. As part of this process weekly meetings were held where education, social services and Bernardo's met to ensure that this process was being carried out.

Education services retained an ongoing focus on CEYP though the annual achievement meetings with Heads of establishment as well as during ongoing meetings with education officers.

The capacity of the Corporate parenting team was also increased by 1FTE during this time to ensure that the needs of a larger S4 cohort of pupils with more complex needs could be better met.

Evidence of impact: success criteria

- **Outcomes for CEYP are improving, particularly for those in kinship care.**
- **School self-evaluation of QI 3.1 are improving with all schools grading good and more very good; referrals to the ASN forum are of an improved quality and reflect the input from the ASN Leaders network during 2021.**

Overall outcomes for CEYP in senior phase show a dip in 2020. However, outcomes continue to compare well with the NA.

Linked to the work carried out by the service on attendance there was a focus on how we could better support pupils with ASN / CEYP and their families to improve attendance as the attendance of CEYP remained lower than all pupils.

Annual SQ reports for schools will be published in June 2021. At this time the overall picture of evaluations for 2020/21 is not clear. Evaluations in 2019/20 showed some improvement in QI 3.1 evaluations however they did not reflect the impact of any of the work above.

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

This work has continued however it has been affected by the focus of schools on delivering the existing curriculum and pathways differently mainly via remote learning.

In February 2021, 8 senior leaders from across the 6 mainstream secondary schools enrolled in the 'Curriculum Development through Critical Professional Collaborative Enquiry' course at the University of Stirling. Alongside this one of the secondary HTs has set up a cross-authority Teams Network for all secondary HTs and timetabler DHTs to discuss ongoing challenges in curriculum design and begin to work collaboratively to overcome them through an increased

focus on creative curriculum planning and timetabling in advance of making changes for session 2022/23.

During 2020/21 the acting Education officer for the senior phase re-established and created curriculum focus groups for all Inverclyde secondary staff to engage in, primarily to support them with the implementation of the alternative certification model. It is hoped that these networks will continue as part of the ongoing strategy to support the development of the curriculum.

The outcome of the OECD review of the senior phase curriculum is still awaited.

The senior phase action plan developed in 2019/20 has been evaluated and refreshed for 2021/22. Key action points from it are included below. The key focus has been on remote delivery of current curriculum and SQA certification process.

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

Further develop the leadership of primary schools with nursery classes

Newly appointed Heads of Early Years were part of the head teacher Induction Programme delivered this year. The Early Years Pathways have been completed and are now ready for implementation when the time is right in the new session. This will include specific programmes for practitioners at the various stages of the pathways.

Ongoing universal and targeted training and support on ELC leadership and pedagogy has improved the quality of all nursery classes.

A new management structure for all nursery classes to introduce the role of Depute has been approved and will be in place for August 2021.

Evidence of impact: success criteria

- **The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased. Separate gradings for primary school NCs show that all are good or better.**

As of August 2020 all establishments had self-evaluated QI 1.3 as at least good or better. Separate gradings for nursery classes in primary schools show that in almost all schools all evaluations are at least good. None are less than satisfactory and where they are not good, clear action plans are in place and include support from both the service and partners such as Education Scotland. Where this is the case good progress and impact are being made.

Develop the leadership of improving attendance across all schools with a focus on the concept of emotional avoidance of education

A key priority for the service in 2020/21 has been the improvement of attendance for all pupils. A conference to focus on this was held in autumn 2020 alongside further CLPL and best practice sharing. Heads of establishment were also provided with weekly data dashboards focused on attendance to allow them to compare their schools to others in the LA and the national picture.

We have worked in partnership across Educational Psychology and the attainment challenge to research strategies that have worked well both nationally and internationally. This partnership then offered bespoke support and challenge programmes to all establishments including targeted support to schools with higher %s of CEYP.

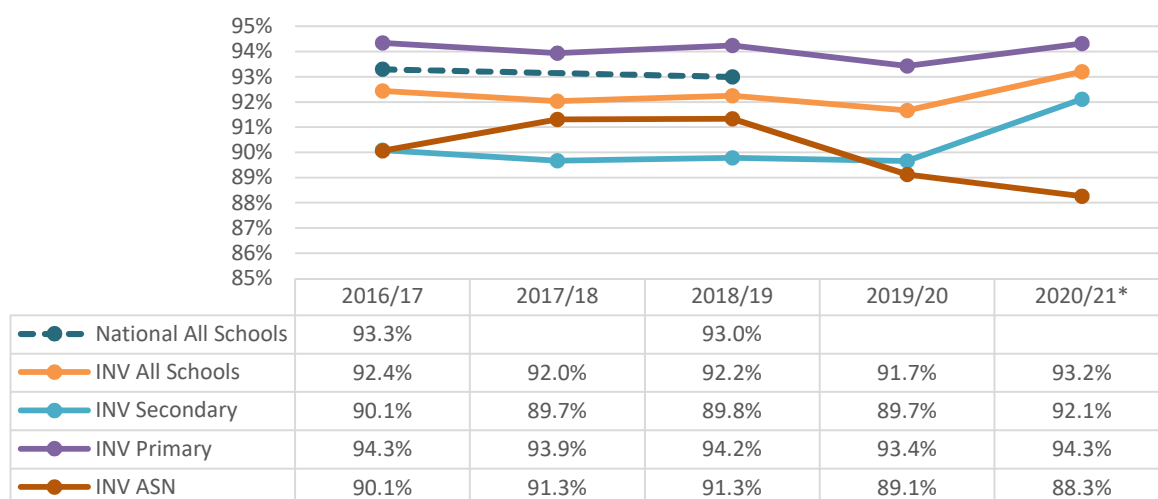
From January 2021 the focus shifted from attendance at school to tracking engagement in remote learning. The sharing of what was working well alongside the raised expectations around remote learning, saw engagement levels significantly increase in comparison to the first lockdown. Importantly this was seen most in schools with high %s of pupils in SIMD 1 and 2.

It has been more challenging to track overall attendance this session due to the nature of pupil attendance e.g. cohorts of pupils having to self-isolate due to cases of Covid-19. Over the autumn term when pupils were attending school full time attendance across primary and secondary schools was showing improvement. This was particularly true of the secondary phase. In 2019/20 the average attendance of all school pupils was 91.7%, and from August to December 2020 attendance for secondary schools was 92.1%.

Evidence of impact: success criteria

- **Improved attendance figures for all schools overall and secondary schools in particular inc those pupils from SIMD 1&2.**

School attendance by school type, 2016/17 to 2020/21* (Source: SEEMiS BI, 2021)

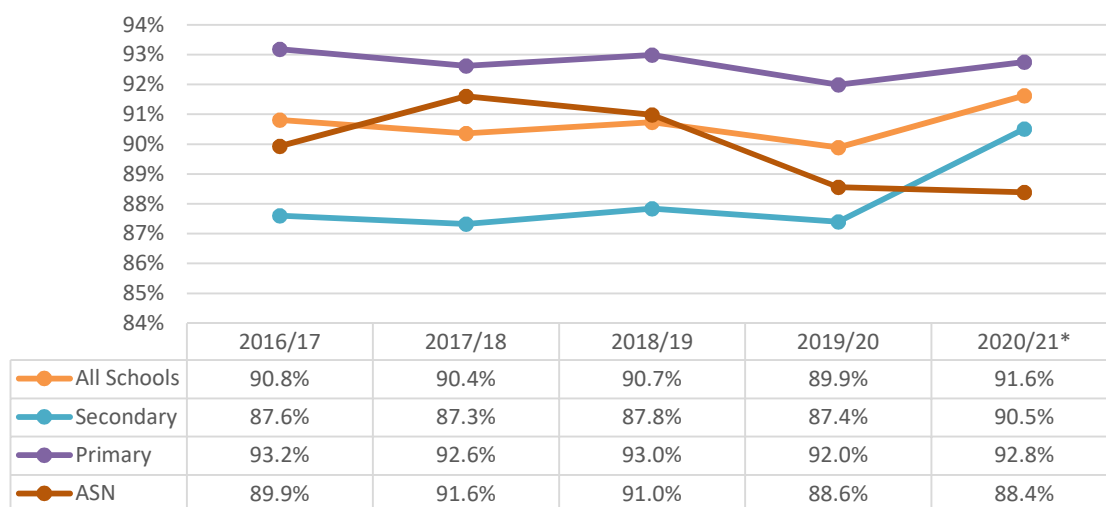


**measured between the beginning of term in August 2020 to 18 December 2020*

The lower ASN attendance % during the autumn term 2020/21 and the summer term of 2019/20 is largely due to the number of young people with complex needs who were either shielding or unable to attend school through risk assessment due to covid.

A similar trend of increase to all pupils is evident within the SIMD 1 and 2 pupil cohort.

School attendance by school type for pupils living in SIMD 1&2, 2016/17 to 2020/21* (Source: SEEMiS BI, 2021)



Begin to implement the new Peer review programme across all schools from January 2021

Due to pandemic and the lockdown from January 21 it has not been possible to roll out the peer review programme. This priority will be carried on into 2021/22 and implemented as soon as the guidance allows.

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.

[Link to Children Service plan priorities: 1, 2, 3, 4](#)

Next Steps

Support schools to prepare for the incorporation of the UNCRC from October 2021

Provide support and challenge for school leaders to ensure that systems, resources and processes to support the recovery process are in place and effective, with an ongoing focus on closing the gap

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

Continue to develop leadership of Additional Support Needs including a focus on Care Experienced Young People.

Continue to develop leadership of the curriculum as a vehicle to better meet pupils' needs, with a particular focus on improving pathways for pupils with ASN across the senior phase and into positive destinations

Continue to develop Leadership Pathways in Early Years, including the development of the leadership of primary schools with nursery classes

Continue to develop Leadership Pathways in Primary and Secondary schools with a particular focus on middle leaders

Continue to provide bespoke support to establishments in planning for ongoing recovery during 2021/22

Develop the leadership of play pedagogy across all establishments delivering the early level

In line with government guidance, begin to devise a strategy and plan for SAC 2 from April 2022 onwards

Continue to develop the digital strategy for education including a focus on its leadership inc the role of digital champions

Continue to support schools with focus on improving attendance inc implementation of new unauthorised absence protocol

Review how well clusters are working as a driver for improvement

Teacher Professionalism

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

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/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:

<ul style="list-style-type: none"> • Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.
<ul style="list-style-type: none"> • Continue to ensure that Career Long Professional Learning (CLPL) impacts on playroom / classroom practice.
<ul style="list-style-type: none"> • Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching.
<ul style="list-style-type: none"> • Provide CLPL for staff in relation to developing Digital Literacy skills and pedagogy, including the implementation of ClickView
<ul style="list-style-type: none"> • Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting Assessment for Learning including for those unable to return to school

Here's how we got on:

TEACHER PROFESSIONALISM

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 (CLPL) impacts on playroom / classroom practice.

Having 5 new Head Teachers in post at the beginning of this session, we revised our Head Teacher Induction Programme to include a broad range of online presentations and discussion groups to ensure that all felt as prepared as possible for their new role and were fully aware of the expectations of the council. This was most positively received, so much so that HTs requested further sessions which we have continued to run throughout the year. We will continue to review and develop this programme in line with educational changes and improvements.

Working with the West Partnership and Caledonian University, 20 primary teachers took part in the Improving Our Classrooms programme with 10 completing the Case Study of Improvement, gaining them 30 masters credits and upskilling them in a range of features of highly effective practice in the classroom. These case studies all highlighted a rise in attainment in a broad range of curricular areas. Unfortunately lockdown prevented some teachers from completing the last part of the programme. 6 of the successful candidates from last year are now completing mentor training with the university to support this year's cohort, whilst building their own professional learning, an award that will gain them a further 15 masters credits. This year we have 18 teachers on the programme, all of whom are well on track for successful completion.

West Partnership leadership opportunities also included support for 6 schools from a previous head teacher through the Coaching and Mentoring scheme. This built the confidence of the head teachers, to enhance school improvement planning. A number of DHTs and HTs also joined colleagues from across the 8 authorities to engage in Virtual Leadership Networks, sharing good practice and supporting each other through the challenges that this year has brought to schools. A number of promoted teachers accessed leadership training, delivered by Education Scotland. This included 2 DHTs completing the Thinking about Headship programme, 2 DHTs completing the Into Headship programme and we have 10 HTs participating in the Excellence in Headship programme. One of the HTs who completed the Into Headship programme has been in an Acting HT post this year and the other has been in an Acting DHT post in a larger school. One HT has applied to participate in the In headship programme this year and we have 4 DHTs participating in the Into Headship programme.

20 promoted teachers also took part in a 2 day coaching training programme which covered basic coaching skills and managing difficult conversations. This was very well received and a number of participants have started to use this in their daily practice.

This year the full NQT training programme was delivered virtually. Whilst this was time efficient for the new teachers and focused on the key aspects of pedagogy, it was very difficult to get to know the teachers therefore we will aim to provide a balance of virtual and face to face in the future.

The initial challenges of lockdown have had an extremely positive impact on staff's CLPL. This includes the upskilling of almost every member of staff across the authority in terms of IT skills, including Microsoft Teams and use of on-line platforms to ensure best possible opportunities for remote learning for our pupils. As we come out of lockdown, these skills will continue to be utilised in schools to further enhance learning and teaching opportunities.

The strong culture of professional learning across Inverclyde and the commitment by the Head of Education to the PRD process for Head Teachers were recognised as a key strength by the General Teaching Council Scotland during our recent revalidation visit. The revised PRD/PU/PL policy was also highlighted as a strength alongside the Education Officer with responsibility for

Professional Update. They acknowledged communication around PRD and PU being clear to all and teachers and leaders embracing CLPL with enthusiasm and commitment as areas of effective practice.

Provide CLPL for staff in relation to developing Digital Literacy skills and pedagogy, including the implementation of ClickView

A range of Professional learning opportunities were adapted and delivered on line by the Coaching and Modelling Officers to ensure a consistent approach to strategies to reduce the poverty related attainment gap. These sessions provided support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment through blended learning. A high number of staff attended and engaged through TEAMS providing them with a deeper understanding of evidenced based approaches in raising attainment. Although delivered on line the feedback from most of the training sessions was very positive improving learning in the classroom and remotely. The Coaching and Modelling Officers also when possible worked alongside practitioners, modelling high quality teaching and effective learning activities.

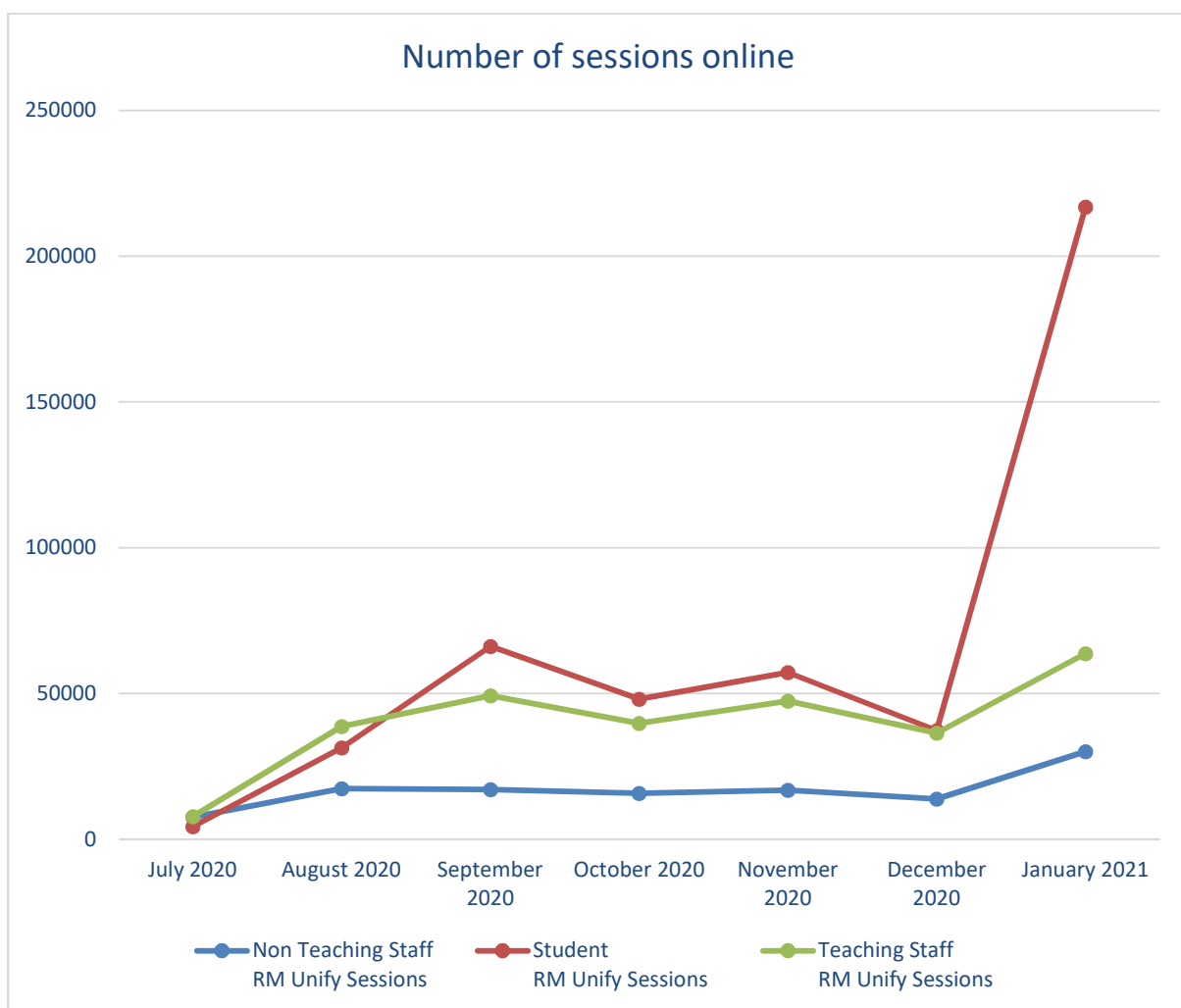
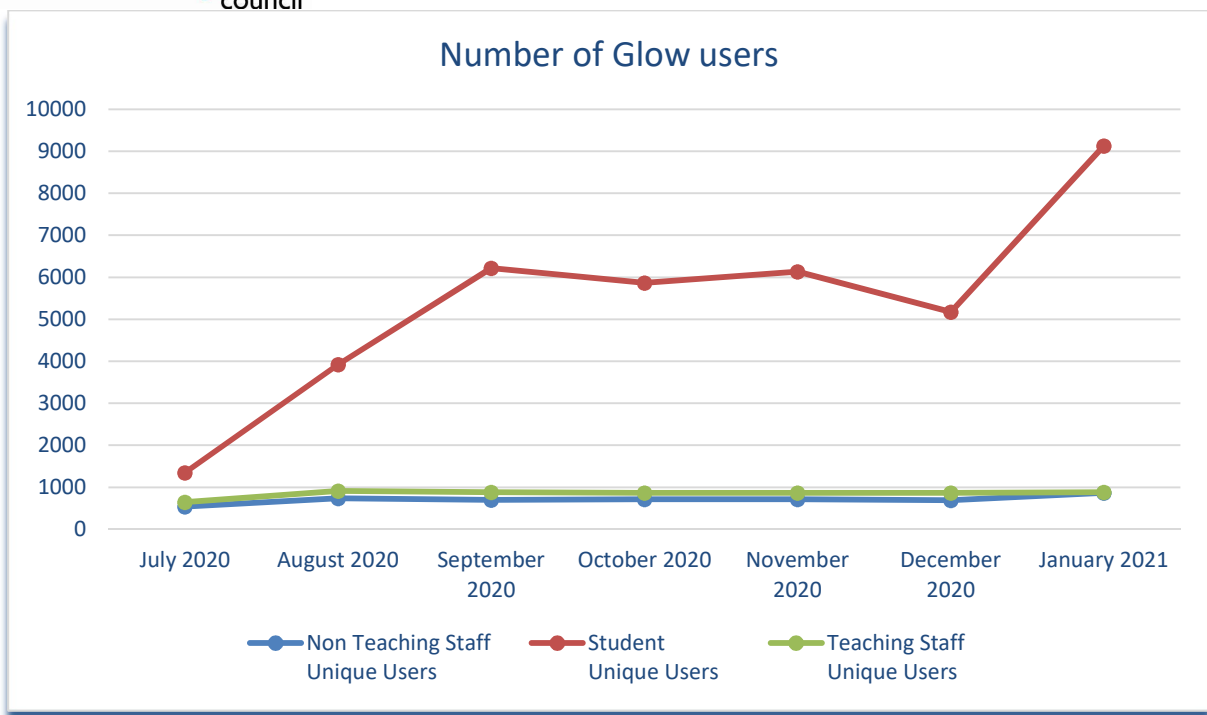
To improve the experiences of pupils' learning at home the Coaching and Modelling officers created a bank of comprehensive video clips explaining specific strategies to support literacy and numeracy. Staff in schools also grew in confidence in creating their own videos or recordings to support pupils during lockdown. Working alongside colleagues in the West Partnership the West OS on line school was developed with a high number of quality videos having been produced by staff in Inverclyde. Digital Literacy training and support has accelerated over the last year. Staffs confidence and skills has increased in supporting pupil's learning remotely. The implementation of ClickView has also maximised the opportunities for teaching and learning across primary and secondary establishments with very high numbers of pupils accessing the on line lessons during lockdown.

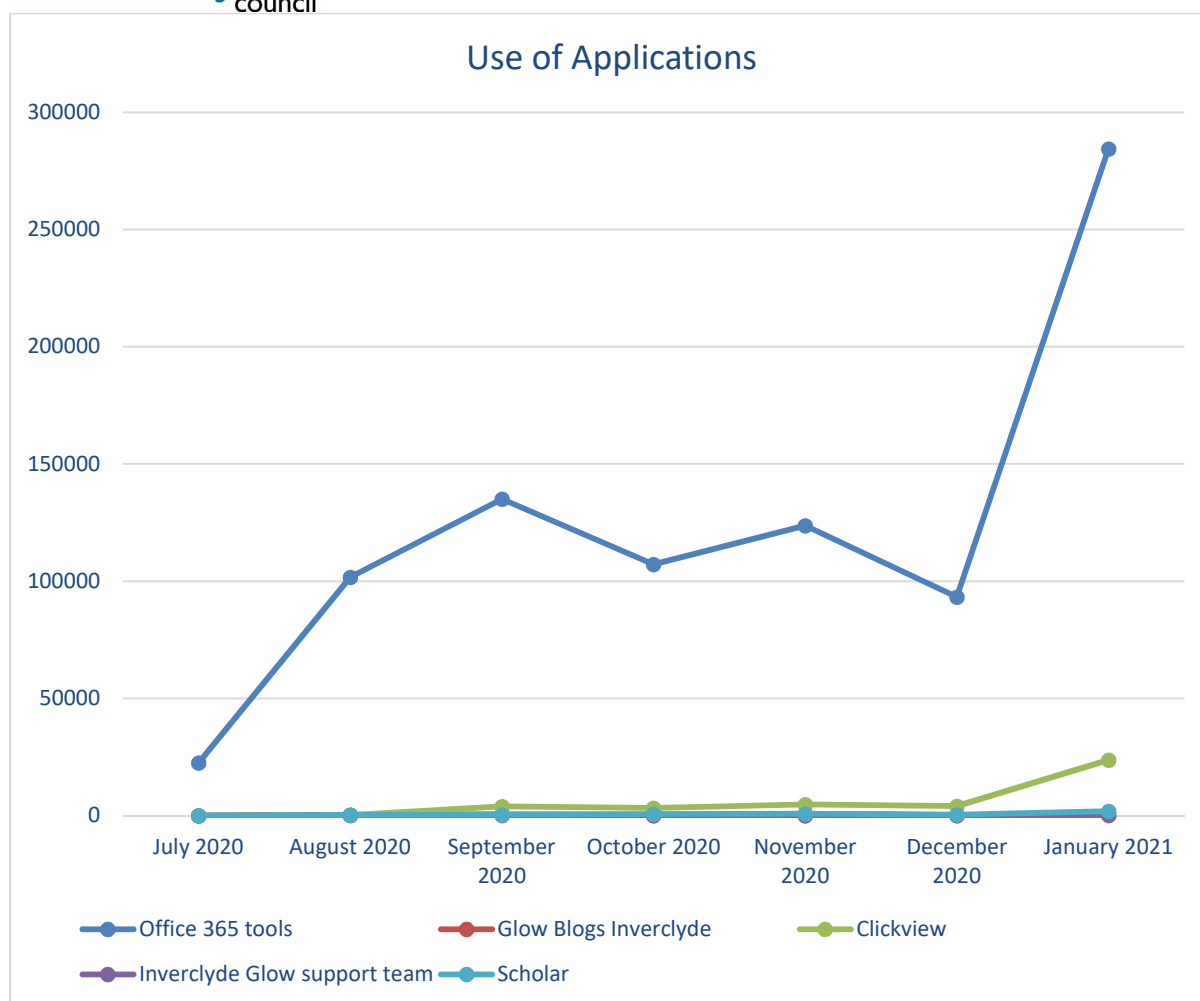
Evidence of impact: success criteria:

- **All establishments can evidence a clear policy re digital learning as part of their general learning and teaching policies and approaches to blended learning, including engagement with ClickView**

As above, all establishments had produced a clear remote learning policy against national guidance by January 2021.

The tables below show the exponential rise in the use of platforms and software from the end of lockdown 1, both through necessity e.g. remote learning, but also through the enhanced promotion of digital approaches to learning and teaching; this would be particularly true of the period from August to December 2021.





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

The nurture team worked closely with Educational Psychologists to determine Inverclyde's approach to nurture and wellbeing for recovery. They successfully supported school staff with on line training on the effects of adversity and trauma on pupils' emotional and social wellbeing. The strong approach to nurture resulted in comprehensive support and training for staff in supporting pupils' return to school.

Over the last year Professional Learning has been delivered in the following areas to support recovery and lockdown:

- Differentiation strategies and approaches to meet pupils' needs
- Training for ClickView as part of the blended approach
- Intensifying Support (teachers, support staff and recovery teachers)
- Responsive Teaching (refresh and revisit of AiFL strategies)
- Top Tips on recorded lessons
- Reducing Workload - Remote learning (teachers)
- Effective approaches to Blended, Remote Learning and Hybrid learning

- Intensification of support through recorded sessions on YOUTUBE (teachers, support staff, recovery teachers)
- Building Resilience in Children and Young People
- Bereavement, Change and Loss
- Introduction to Nurture Principles and Bereavement, Change and Loss – Support Staff

Videos and sketch notes were also created to develop staff skills in:

- Live learning
- Feedback
- Evidence using Teams

What do we hope to achieve in the future?

Outcomes for Learners

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

[Link to Children Service plan priorities: 1, 3, 4](#)

Next Steps

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 further development of digital approaches to both classroom pedagogy and home learning

Improve learners' experiences across the early level by implementing the Inverclyde Play Pedagogy project across all establishments delivering the early level

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:

<ul style="list-style-type: none"> • Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement. REMOTE LEARNING
<ul style="list-style-type: none"> • Embed family learning to ensure it continues to maximise impact on attainment
<ul style="list-style-type: none"> • Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
<ul style="list-style-type: none"> • Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2
<ul style="list-style-type: none"> • Prepare to review the Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.
<ul style="list-style-type: none"> • Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement
<ul style="list-style-type: none"> • Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils.
<ul style="list-style-type: none"> • Learning Journals system in ELC is used to engage parents in children's learning.

Here's what we did:

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

Evidence of impact: success criteria

- Evidence that schools have clearly reviewed policies that outline approaches to communication and support during possible periods of lockdown or blended learning

Evidence of improvement communication and engagement with parents/carers

In collaboration with Education Scotland, Inverclyde offered four CLPL sessions to newly qualified teachers introducing practitioners to Parental Engagement and Family Learning. Participants were up skilled in their understanding of legislation and related definitions, common barriers and how to overcome them were discussed, teachers were signposted to support materials/ resources to develop family learning and parental engagement in their own setting and examples of good practice.

West Partnership Families and Communities Officers Network, a branch of the Collaborative Learning Network Workstream, continued to share and develop best practices to support families living in poverty, build community capacity, increase parental engagement and improve equity. Inverclyde contributed fully to the work of this group. There have been further contributions to the bank of storyboards and case studies which have been shared widely across the regional improvement collaborative. Inverclyde has shared how they have continued to support effective parental engagement, successful transitions and meaningful family learning in lockdown and how settings have adapted to the pandemic in order to maintain a positive learning culture. One cluster as joined the West Partnership Collaborative Enquiry Network to develop engagement of families in the transition process across their cluster establishments. The partnership developed a self-evaluation framework document 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. One Inverclyde Primary School was due to trial this document with a view to sharing the tool more widely. This has been postponed but will restart as we move into next session.

The authority has continued to provide parents, practitioners and establishment leaders access to training to further develop parental engagement partnerships. Forty seven sessions have run covering a wide range of topics including engaging families and support for parent councils. Sessions were attended by parents, Heads and education officer.

Education Scotland carried out a thematic inspection which Rainbow Family Learning Centre participated in, Engaging families in learning – A thematic inspection of family learning which was published in February 2021. As part of this thematic inspection, evidence from HM Inspectors' visits to establishments and settings was developed into case studies. These case studies were shared to provide examples of quality family learning which is helping to secure better outcomes for children, young people and their families.

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

Individual school Standards and Quality reports continue to demonstrate a commitment to widening the communication with and participation of parents in the life of the school.

Parents were consulted around the access they had to the necessary materials and resources to successfully engage in remote learning. This information was used to direct national, authority, third sector and school/ establishment support for families. Every school recorded the issues raised by parents and the concerns were addressed through provision of IT equipment (all secondary school pupils who identified an issue and some primary), in-school learning offer and the production and delivery, where necessary, of physical learning packs and stationery. As we moved into lockdown the AC team, supported by a small number of schools created parent friendly videos that were used by schools, CLD and Barnardo's workers who were supporting

parents 1:1 who were struggling with access to IT. Feedback from families and schools was positive and more pupils were able to access on line learning.

At the beginning of lockdown the staff of CLD who worked within primary schools adapted some of their programs for online delivery. At the same time they kept in touch with parents, where possible, sending out learning materials, information and advice in a variety of ways. During the initial stages of lockdown when face to face youth work wasn't possible, staff engaged young people through a variety of social media platforms such as Twitter, Instagram and Facebook. They organised promotions and competitions to engage young people and offered information support and guidance on a range of topics.

Barnardo's Nurture Service moved to a continuity plan for families who use the service. This had an impact on working within schools to deliver group work, family learning events and one to one interventions with children and parents. In addition many of the outcomes targets are based on the delivery of bespoke packages of support for families with targeted outcomes that require a range of face to face intervention that has not been possible to deliver whilst following government safety measures during this period. Family support workers whilst based at home or within the service base continued to provide telephone check-ins with families and young people.

All schools and establishments have continued to consult with families throughout lockdown and recovery to ensure that they are meeting the needs of their children and young people. We have supported an increase in the number of approaches and platforms used (Forms, Teams, WebEx, YouTube, social media, groupcall, emails, school apps, video and animation apps) to communicate with families, and stimulated a significant increase in the volume of communications. We now have almost all school websites updated. Those three establishments not yet completed, hope to launch in early summer.

Inverclyde compiled a Frequently Asked Questions document to support families with concerns around Covid. National messages, materials and updates from Parentzone Scotland and Parent club were shared regularly with establishments and Parent Councils. This frequent communication ensured that parents were kept up to date with most relevant information affecting children and young people in Inverclyde during lockdown and recovery.

All schools were provided with updated information detailing topics for inclusion in school handbooks to meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012. All updated handbooks are now on school websites for parents to access.

A new Inverclyde Digihelp Blog is at the consultation stage. This site aims to provide help and information to learners and families which will support successful access to learning online and overcome any digital challenges which families may be experiencing.

Responding to feedback from families and schools who were finding it difficult to support their children in learning, the AC team developed a parent page. The page contains short videos to support parents in their understanding and confidence in supporting aspects of literacy and numeracy. This page has yet to be launched.

All schools consulted with their Parent Council when designing their Remote Learning Policies. The policies shared expectations and established a collective understanding of what remote learning would mean in each school community for a period of school closure.

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

A task brief has been created to drive this review. A consultation template has been approved and consultation groups identified.

Inverclyde were fully involved in preparations for the National Parental Engagement Census which was due to be launched in March 2021. We planned to use this data as part of a range of information to support a review of the Inverclyde Parental Engagement Strategy. As part of the volunteer group, we met regularly to contribute to the creation of questionnaires which were duly signed off. These are now available on the SmartSurvey platform and can be accessed, edited and used by all local authorities. This national census has been cancelled due to school closures, with the intention to implement next session (January to March 2022). All governance documentation is now in place for Inverclyde and the census has been personalised so we are in a position to move forward with this efficiently next session.

The review of our strategy will be supported by Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance. This new guidance will explain the purpose of the legislation and the duties placed upon Education Authorities, schools and headteachers to involve and engage parents in their children's learning and the life and work of our schools. In reviewing our strategy in line with this revised guidance we will ensure that parental involvement and engagement and the legal duties that underpin this important aspect in education is given due prominence and recognition. All stakeholders were encouraged to participate in the consultation. Due to unforeseen circumstances, the draft statutory guidance is still to be adjusted, finalised and issued to education authorities.

In addition, the Learning Together Strategy, which sets out a clear vision, goals and aims for parental engagement, learning at home and family learning is due to be refreshed in August of this year. Again, this will help to inform the aims of the refreshed Inverclyde strategy.

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

Evidence of impact: success criteria

- **Evidence that Parent Councils are seeing improved engagement in their work via more inclusive virtual approaches**

In these challenging times Parent Councils have continued to support schools. Authority Online Meeting guidance was created and shared to enable Parent Councils to continue to meet regularly and WebEx was sourced as a means to further support parental involvement and engagement. Of those who responded to our survey, eighty percent continued to meet about the same or more often than normal and thirty percent reported an increase in the number of parents attending.

Almost all Chairs who responded to the Parent Council survey, reported that, at meetings there had been a focus on school improvement and recovery planning, consultation around remote learning policy, and communication with families.

The local authority and Parent Council Representatives have now met on thirteen occasions since our last overview. This is an increase of over two hundred percent on the previous year. These regular online meetings have continued to see higher attendance, with most schools represented at them, and have provided parents with critical information as we move through the

pandemic together. There have been regular opportunities to raise concerns and to ask questions, to seek clarity and to share thinking. The views and opinions of the representatives were sought when Inverclyde Remote Learning Guidance was in draft form. There were also opportunities to discuss and share information regarding Connect Support Package, ClickView Learning Platform, Inverclyde Dyslexia and the Inverclyde offer from Action for Children. Feedback from parents has been very positive, scoring Parent Council Representatives meetings four out of five stars (4.21) and more than ninety five percent of Chairs would like meetings to remain online at least some of the time next session.

Inverclyde continues to have representation on the, Education Committee, National Parent Forum of Scotland, West Partnership Families and Communities workstream, ensuring that parental opinion helps to reflect and shape council, regional and national opinion and policy.

Bespoke support has been provided to those Parent Council groups who have required this to ensure that they continue to function effectively. This has taken the form of communication with Chairs and Head teachers, sharing of support materials, attendance at Parent Council meetings and provision of training where necessary. A support package for Parent Councils has been created and shared with all Chairs and Head teachers. This will be updated and shared annually. The information contained within the pack was compiled, taking account of previous requests for help from parent councils. The information will allow for a smoother transition, should new parents join, and seeks to clarify the roles and expectations of those in the Parent Council. It provides templates, exemplars and guidance to ensure the smooth and efficient running of the Parent Council.

A training session was delivered to newly qualified head teachers. It provided an overview of national legislation and plans, outlined Inverclyde Parental Engagement Strategy and helped Heads to understand better the role of the Parent Council.

A Microsoft Form has been shared with representatives, to seek their views on what is working well for this group and what we may wish to do to improve. This will be used to inform plans and agenda items for the coming session.

The learning journals system was purchased for all early years establishments. Almost all establishments are now using the system. Parental engagement children's learning has improved as a result. Some establishments used the system as a vehicle for delivering home learning which was very successful.

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.

Link to Children Service plan priorities: 1, 3

Next Steps

Review the present Parental Engagement Strategy, supported by the Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance and the refreshed Learning Together strategy.

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

Build on recent improvements and creative approaches to further develop communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.

Further embed family learning to ensure it continues to maximise impact on attainment and reduce the poverty-related attainment gap by:

- **Developing understanding of the key features of family learning**
- **Supporting settings and partners to work together in a coordinated way to help them to identify clear aims, to achieve outcomes, to report on the impact of family learning and to share effective practice.**

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

Further develop family support to mitigate impact of poverty on families so that children and young people come to school ready to learn

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:

<ul style="list-style-type: none"> • Using the Authority Moderation and Assessment Plans all schools use moderated assessment information to track and monitor the progress of every pupil.
<ul style="list-style-type: none"> • ELC Children's progress is assessed and recorded on 'learning journals' system.
<ul style="list-style-type: none"> • Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools.
<ul style="list-style-type: none"> • Continue to focus on improving the outcomes for LAC pupils particularly for those in kinship care placements
<ul style="list-style-type: none"> • Support schools through CLPL with assessment of pupils on return to school and those unable to attend
<ul style="list-style-type: none"> • Provide support and guidance for secondary schools with the emerging Scottish Qualification Authority guidance for the 2021 exam diet
<ul style="list-style-type: none"> • Support secondary schools with the ongoing roll out of tracking across the BGE in order to improve outcomes for all
<ul style="list-style-type: none"> • Work with neighbouring Authorities to build capacity across all sectors.

Here's how we got on:

Using the Authority Moderation and Assessment Plans all schools use moderated assessment information to track and monitor the progress of every pupil.

The Inverclyde Moderation Plan 2020-2021 was not released this session. Cluster and authority moderation events for Broad General Education did not proceed. Heads and Quality Assurance and Moderation Support Officers (QAMSOs) have been kept abreast of latest advice and support. Recovery Phase/ Blended Learning guidance was issued to support all establishments on return to school buildings. Although formal moderation events have not taken place this years, much of the informal moderation approaches such as, planning with stage partners and with colleagues across levels, dialogue surrounding progression and aspects of the moderation cycle, and planning for transition have developed and grown extensively over this period of remote learning.

QAMSOs offered an online package of CLPL to practitioners. This package provided training over three sessions on planning, assessment and moderation and high quality assessments. This training was cancelled due to lockdown and changing priorities.

As we now find ourselves regularly collaborating remotely, practitioners have worked together to create guidance to support online moderation. This has been shared with all establishments.

We have recruited new QAMSOs from secondary, Gaelic medium and more for early years to support our plans going forward. Refresh training was delivered to ensure that we had a revitalised and up to date understanding of the role of a QAMSO.

BGE Data Dashboard has been created to allow schools to track attainment in literacy and numeracy at every level using a filtering system which tracks cohorts and allows staff to drill down into data. It gives an overview of attendance in all stages/classes and an overview of the poverty related attainment gap. It provides establishments with the tools to layer data by multiple filters and is for use when schools choose. Training had been delivered to Heads and one to one support has been offered and provided.

Presently, five secondary DHTs attend West Partnership moderation training. This input is presently on hold. One Primary DHT continues to attend the West Partnership Assessment & Moderation Working Party to support further development of CLPL. The authority supported the quality assurance of West OS content. Two schools are presently trialling the West Partnership Moderation Portal, a digital resource which offers professional learning activities that aim to develop practitioner knowledge and understanding of moderation. If successful, access to the portal will be offered to other interested establishments.

Support schools through CLPL with assessment of pupils on return to school and those unable to attend.

We have continued to offer a robust training and professional development plan to support good practice when implementing Scottish National Standardised Assessments (SNSA)/ Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) and when analysing the data they provide. Support is available in a variety of formats including recorded presentations, live webinars and online resources. There are currently five training and professional development courses available for SNSA with sessions one and five now branching into specific sectors (Primary 1 and S3), and three sessions available for MCNG. As we now suggest that the timing

of assessments should be based on the judgement of the teachers and schools, the training offer ran twice to accommodate use of assessments across the entire school session.

The Numeracy and Mathematics Staging Post Assessments for early level through to second level which were trialled last session, have been updated and shared widely with establishments to support practitioners to assess learning and to inform next steps. We will continue to evaluate and improve this resource.

The Attainment Challenge Team created and delivered a Reducing Workload seminar with a section focused on assessment and feedback, and recorded a Formative Assessment Webinar which highlighted the formative assessment strategies that can be used in a social distanced and blended learning classroom. This session has now been viewed over one hundred times and continues to be a source of support which can be engaged with at a time and place of the practitioners' choosing.

Quality Assurance and moderation support officers created and delivered High Quality Assessment training at the West Partnership Maths Conference, have offered CLPL via Gateway and have created a recorded webinar. Those who attended, over sixty participants accessing through conference and YouTube, were supported to recognise and understand the key features of hinge questions and high quality assessment and were signposted to practical ideas for planning. Almost all participants reported improved understanding and increased confidence in putting the concepts covered into practice.

The National Moderation Hub has been updated and new webinars, resources and materials have been shared with Heads and QAMSOs.

Provide support and guidance for secondary schools with the emerging Scottish Qualification Authority guidance for the 2021 exam diet

Since August 2020 authority officers have ensured that the service and schools have stayed at the forefront of developments around the alternative certification method for 2020/21. A detailed policy has been developed which outlines all the work carried out to support schools throughout the session. Schools have been provided with a range of supports including:

- regularly updated guidance and briefing events
- sharing the Inverclyde rationale and expectations
- the creation of Subject Networks
- guidance on cross-school verification and moderation
- links to RIC Networks
- Subject specific support from other West partnership appointees or Network groups as required.
- Fortnightly meetings between Education officers and SQA Coordinators from December onwards to support schools and ensure consistency of approach
- Regular meetings between Education Officers and Head Teachers throughout the year to ensure a collaborative, supportive and equitable approach for all schools.

Feedback from Head Teachers, SQA DHTs and classroom teachers has been positive throughout the process. Minutes of meetings within Networks and during briefings have reported a high level of support from the team at centre. Feedback suggests staff appreciated the consistency of approach, accessibility of support and the linking of networks in particular.

Opportunities for senior pupils to undertake work experience and placements has been limited this year due to COVID-19 restrictions. However, many schools have made use of virtual experiences allowing pupils the opportunity to meet with employers online, visit workplaces remotely and engage with other young people with similar pathways and ambitions.

The apprentices programme for both practitioners and support workers in Early Learning and Childcare continues have successful outcomes. All apprentices have secured permanent employment on the completion of their apprenticeship.

Almost all children's learning is being tracked and recorded on the learning journal system. Inverclyde Council's progression pathways are now available on the system. Some establishments have made good progress on using this.

Evaluation of attainment in Inverclyde

Curriculum for excellence reported levels

The annual Achievement of Curriculum for Excellence (CfE) Levels return collects data from all publicly funded schools and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary stage 3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2019. Due to the Covid-19 pandemic the return was not collected in 2020. In 2018/19 Inverclyde performed better than the national average across the majority of measures up to S3 at Level 3+.

Attainment across the BGE (June 2019)

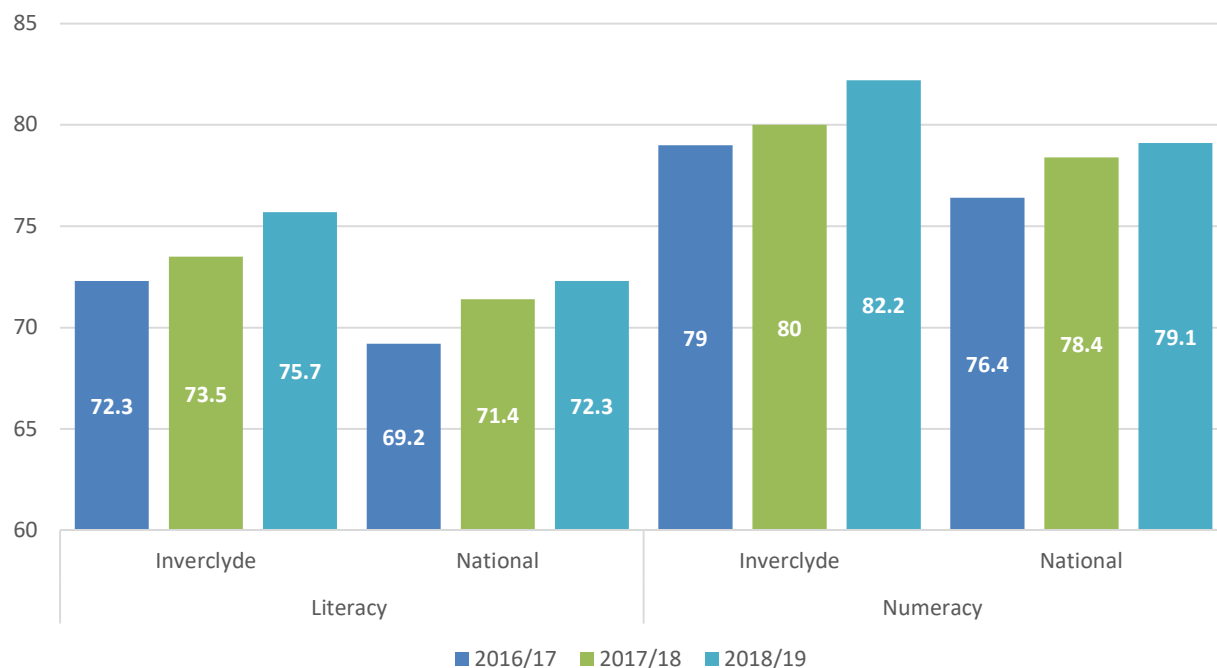
	P1	P4	P7	P1,4,7 combined	S3 (L3+)	S3 (L4+)
Inverclyde						
Reading	87.2	80.4	81.8	83.0	92.2	49.2
Writing	83.1	76.3	74.1	77.7	91.5	46.6
Listening & talking	89.6	87.3	85.5	87.4	93.2	49.7
Literacy	81.8	73.9	72.1	75.7	90.5	41.0
Numeracy	89.2	79.8	78.3	82.2	90.2	49.3
National						
Reading	89.2	79.8	78.3	82.2	90.2	49.3
Writing	79.0	72.7	73.7	75.1	89.6	52.4
Listening & talking	86.9	85.4	85.6	85.9	91.5	56.9
Literacy	76.1	70.0	71.0	72.3	87.9	48.2
Numeracy	84.7	76.8	76.0	79.1	90.2	58.9

Source: [Scottish Government, 2021 \(Achievement of Curriculum for Excellence \(CfE\) Levels 2018-19 - gov.scot \(www.gov.scot\)\)](https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2018-19/pages/2.aspx)

The charts below show that Inverclyde has followed the national trend of three year improvement in both primary and secondary stages. In primary settings Inverclyde has performed better than the national average in each year. In S3 the measure for achieving level 3 literacy has been

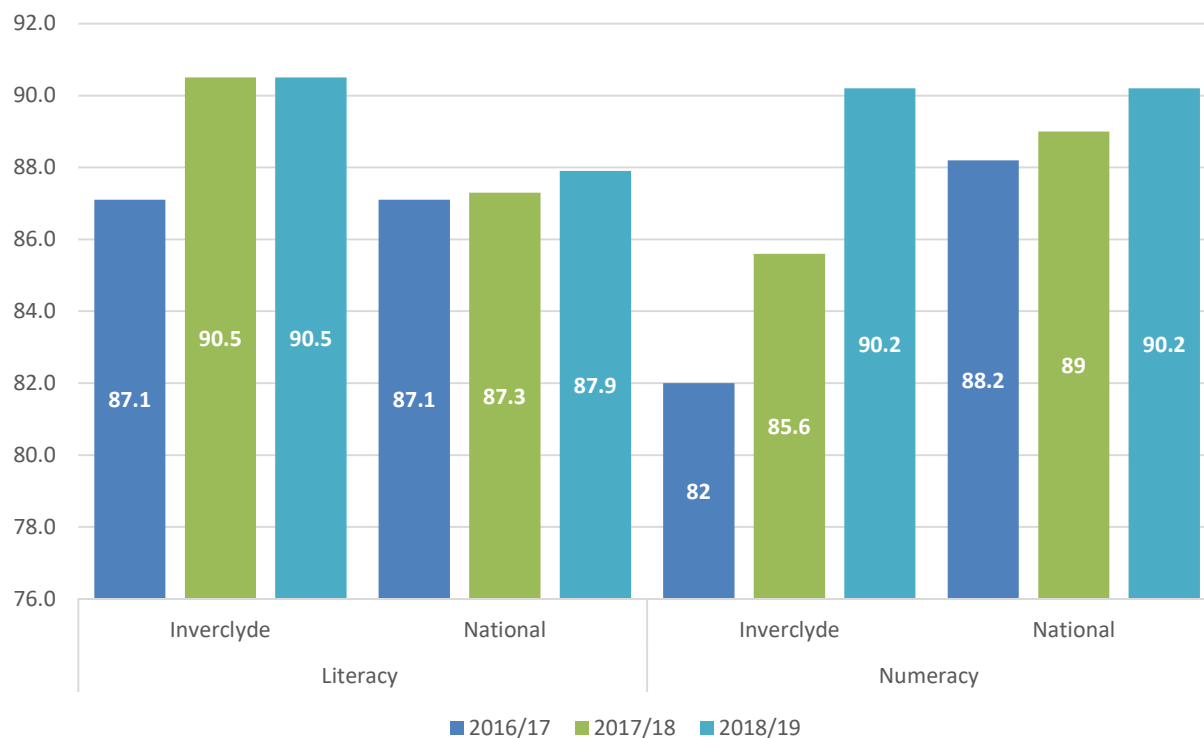
consistently above the national figure, and the numeracy measure has closed the gap that existed between the authority and national average.

% of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined



Source: Scottish Government, 2021 ([Achievement of Curriculum for Excellence \(CfE\) Levels 2018-19 - gov.scot](https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2018-19/pages/12.aspx))

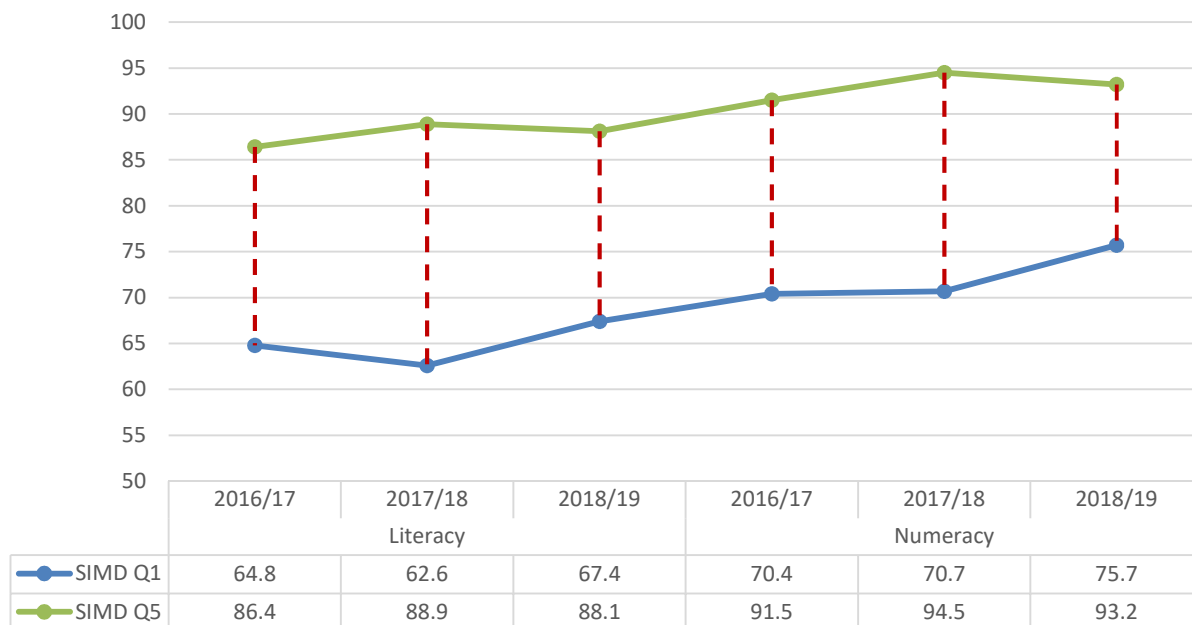
% of learners achieving level 3 in literacy and numeracy by the end of S3



Source: Scottish Government, 2021 ([Achievement of Curriculum for Excellence \(CfE\) Levels 2018-19 - gov.scot](https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2018-19/pages/12.aspx))

The chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy and numeracy for pupils in the most (SIMD Quintile 1) and least deprived areas (SIMD Quintile 5). The attainment gap, using this national measure, has reduced by 0.9% in literacy and 3.6% in numeracy between 2016/17 and 2018/19.

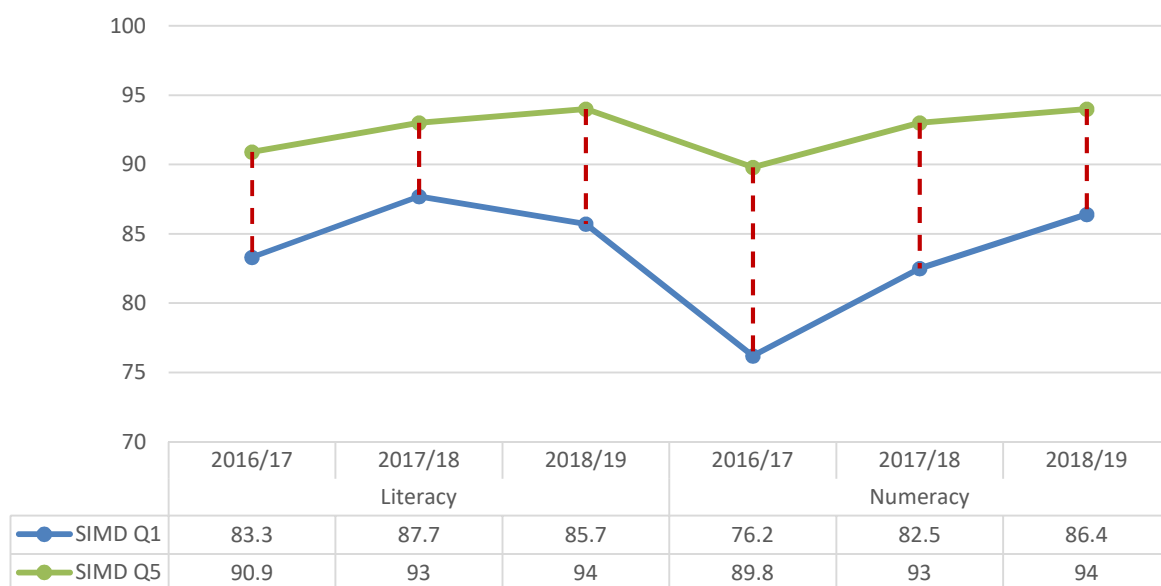
% point gap between most deprived areas and least deprived areas in ACEL (P1,4,7 combined)



Source: Scottish Government, 2021 ([Achievement of Curriculum for Excellence \(CfE\) Levels 2018-19 - gov.scot](https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2018-19/pages/100.aspx))

The SIMD attainment gap has reduced by 6% for those in S3 achieving level 3 in numeracy, however there has been a slight increase of 0.7% in the literacy attainment gap at this level. It should be noted that the quintile 5 figures for 17/18 and 18/19 are published at a range for anonymity reasons due to the very low numbers living in these areas in Inverclyde. The lower number from the range is used here for comparison purposes.

% point gap between most deprived areas and least deprived areas in ACEL (S3 Level 3+)



Source: Scottish Government, 2021 ([Achievement of Curriculum for Excellence \(CfE\) Levels 2018-19 - gov.scot](https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2018-19/pages/100.aspx))

In measuring the poverty-related attainment gap, the comparison nationally is drawn between SIMD deciles 1-2 and deciles 9-10. However, Inverclyde have a very small percentage of the school population living in quintile 5, and therefore locally the measure often used is between deciles 1-2 and deciles 3-10. The tables below, using locally analysed data from 2019, shows the gap measurement in both forms.

2018/ 19 Data	Reading			
	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%
P4 / Level 1	80.8%	72.4%	16.7%	18.9%
P7 / Level 2	82.4%	74.6%	14.3%	20.4%
S3 / Level 3	93.3%	91.1%	4.2%	3.1%

Writing			
All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
82.9%	78.3%	10.3%	15.1%
74.6%	66.8%	15.3%	19.5%
75.4%	66.4%	16.5%	24.9%
92.4%	89.7%	4.9%	4.5%

2018/ 19 Data	Listening & Talking			
	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%
P4 / Level 1	87.8%	82.8%	9.6%	12.2%
P7 / Level 2	86.4%	81.3%	9.0%	18.7%
S3 / Level 3	94.2%	92.2%	3.6%	3.1%

Numeracy			
All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
89.4%	85.8%	8.0%	10.2%
80.3%	73.0%	13.9%	20.8%
79.4%	70.5%	16.3%	25.8%
91.9%	90.2%	2.9%	5.1%

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

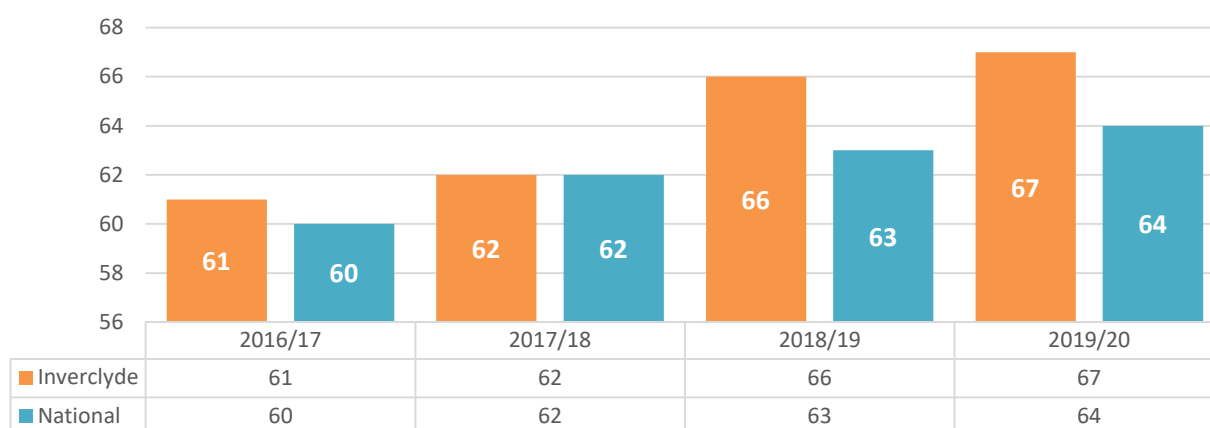
Local Government Benchmarking Framework: Awards at Level 5 and 6

The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services. The LGBF helps councils compare their performance against a suite of efficiency, output and outcome indicators that cover all areas of local government activity.

The following charts are a sample from the LGBF suite of indicators which relate to the achievement of awards at level 5 and 6 for senior phase pupils. For 2020, the absence of external assessment information and the Ministerial direction to award estimated grades have led to a different pattern of attainment than we have seen in previous years. The results for 2020 should not be directly compared to those in previous years or future years. The 2020 Insight data cannot be used to directly demonstrate subject, school or authority improvement compared with previous years.

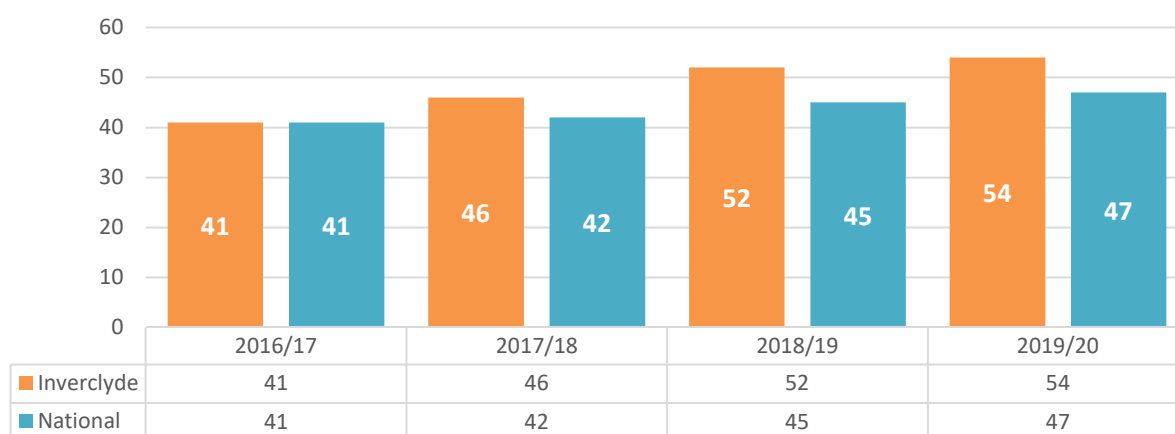
The data shows that there was improvement across all measures between 2016/17 to 2018/19, and the local authority performed well against the national average. While 2019/20 cannot be directly compared in terms of performance to previous years, the results do still reflect the measures being generally above the national establishment.

% of pupils gaining 5+ awards at Level 5

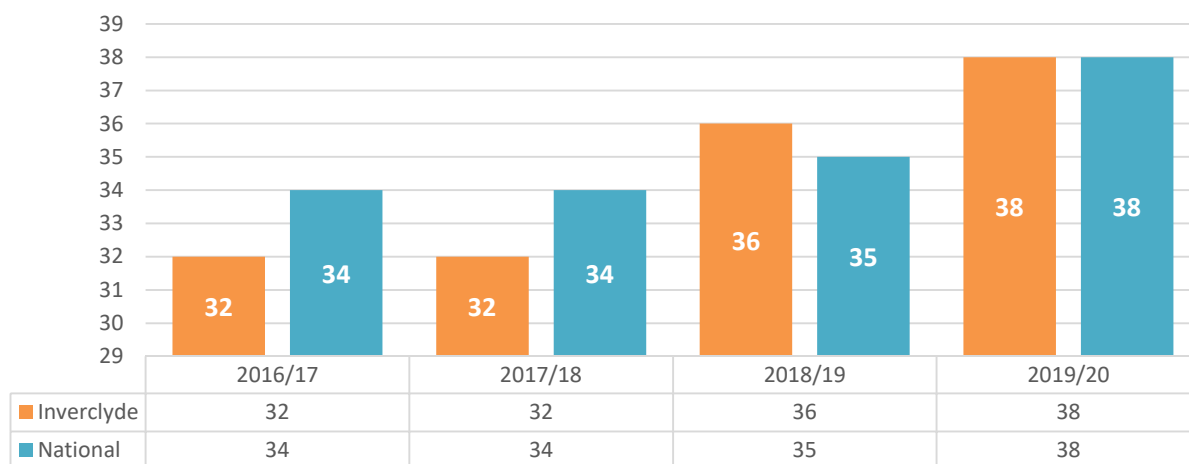


Source: Improvement Service, 2021 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5

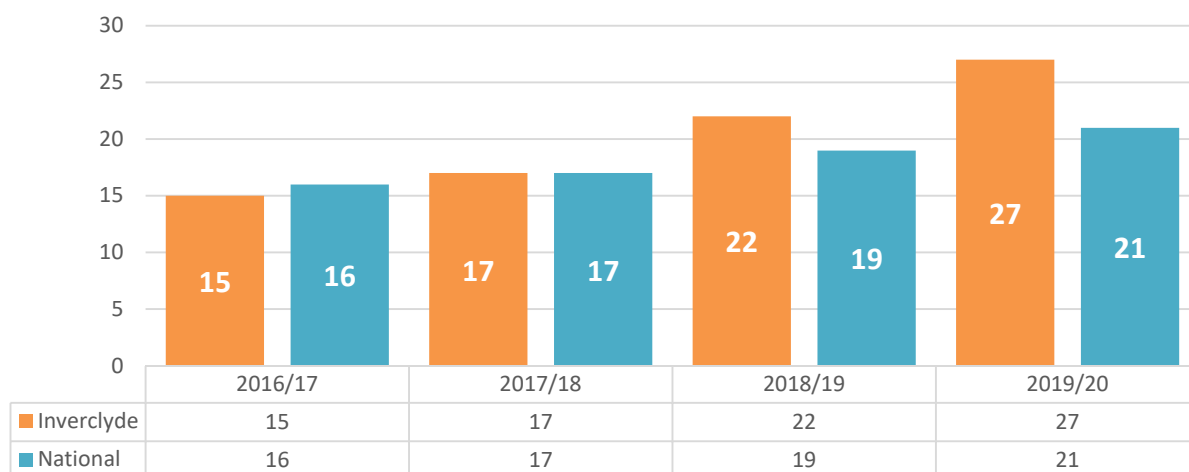


Source: Improvement Service, 2021 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))



Source: Improvement Service, 2021 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6



Source: Improvement Service, 2021 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

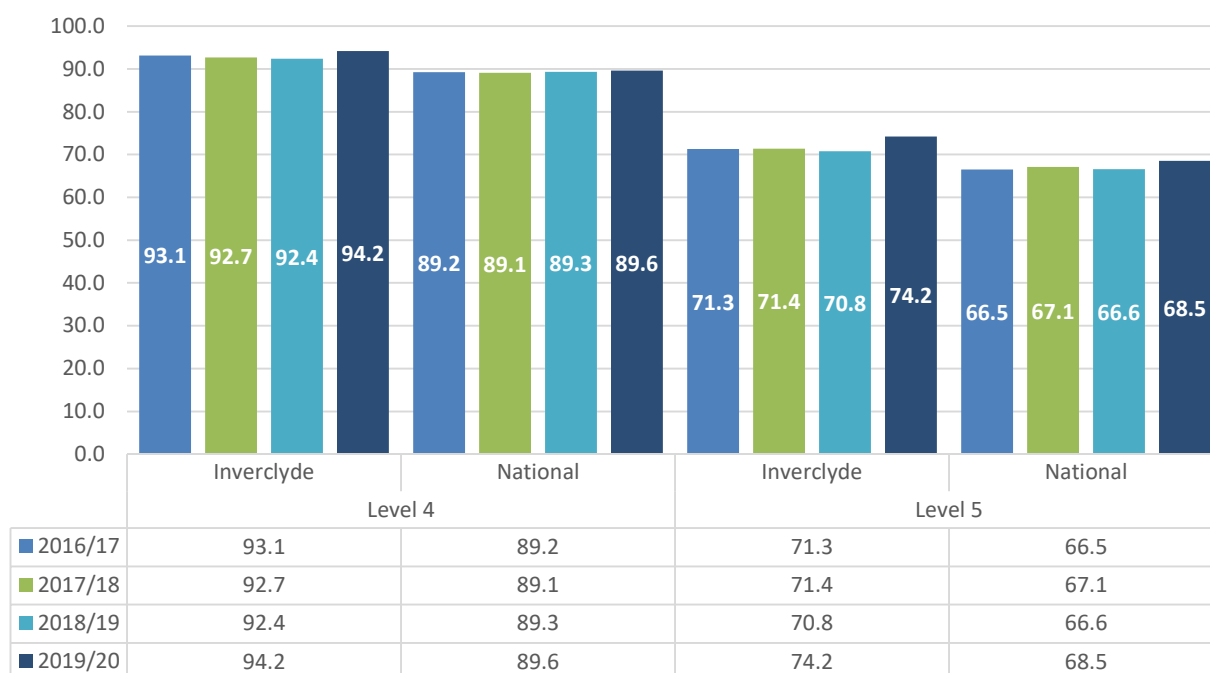
INSIGHT Comparison Leavers Data

National Benchmarking Measure: Literacy & Numeracy

This chart shows the overall performance in literacy and numeracy for all pupils in the leaver cohorts between 2016/17 and 2019/20. Overall in literacy and numeracy, at SCQF level 4 and Level 5, there was a slight decrease in both Level 4 and Level 5 between 2016/17 and 2018/19, while the numbers increased again in 2019/20. The same note of caution around 2020 INSIGHT data mentioned above also applies here, as some of the leaver results will have been achieved in academic year 2019/20.

Inverclyde has consistently been above the national average in each of the past four years.

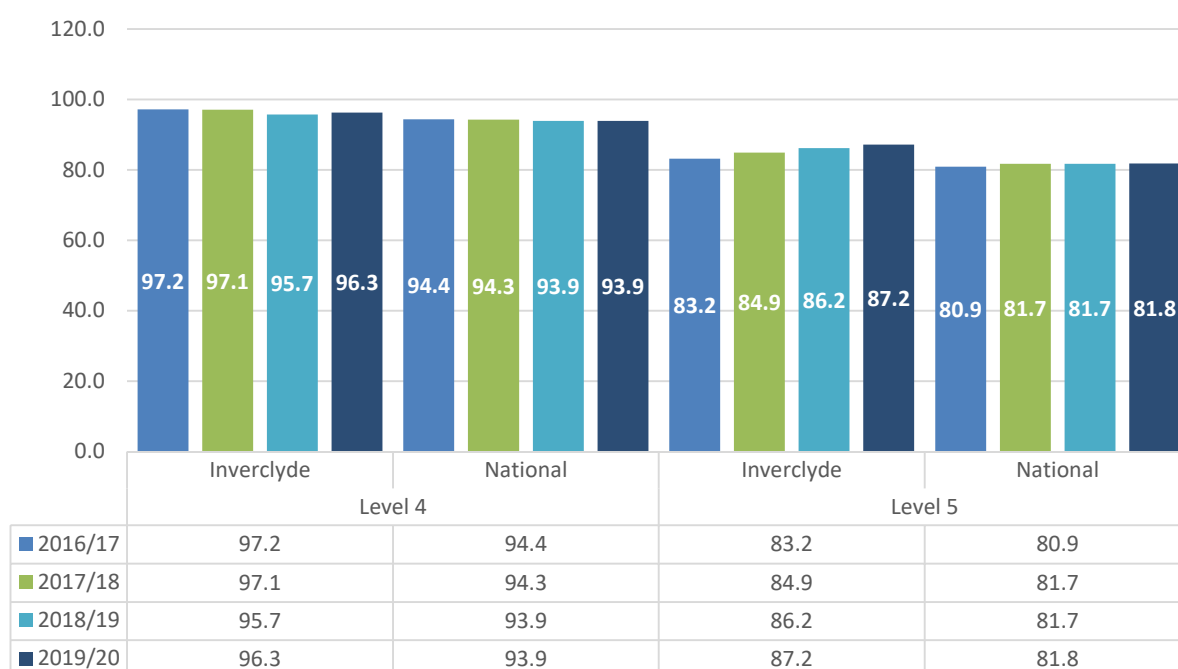
% of leavers achieving level 4 and 5 in literacy and numeracy



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

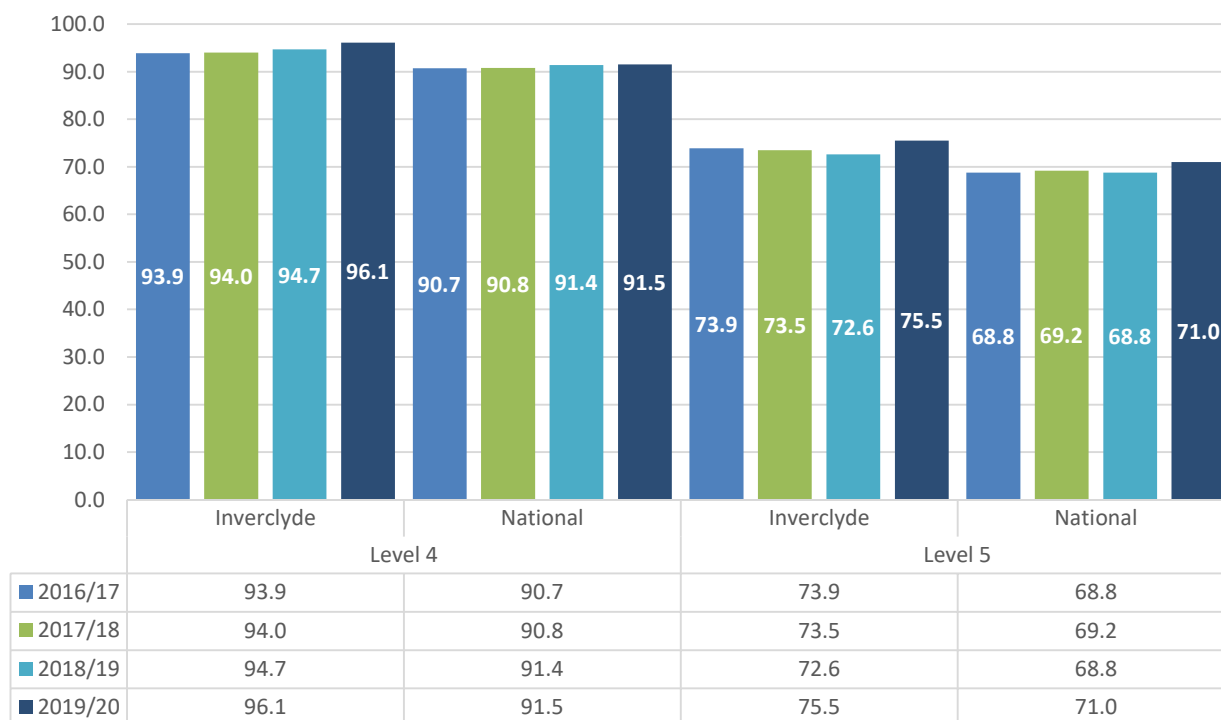
Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a notable increasing trend in leavers achieving level 4 numeracy, which has started to close the gap with level 4 literacy attainment. An increasing trend is also evident in leavers achieving level 5 literacy.

% of leavers achieving level 4 and 5 in Literacy (reading, writing, and listening/talking)



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

% of leavers achieving level 4 and 5 in Numeracy

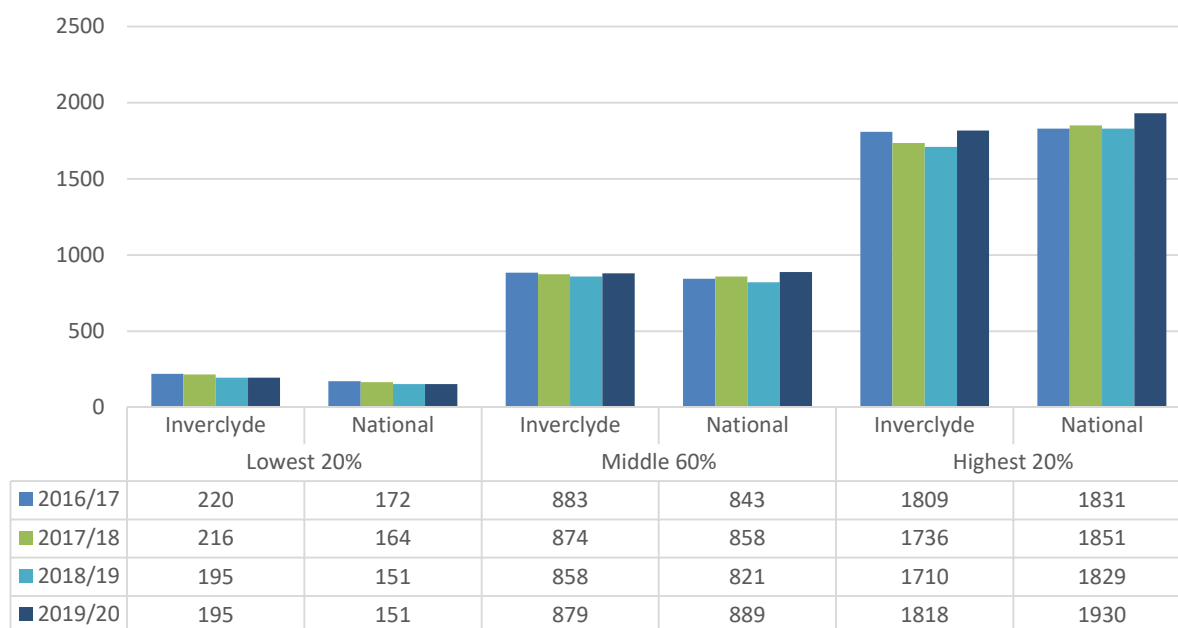


Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the total tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% are consistently above the national average. The attainment of the middle 60% has also regularly been above the national figure, although it has been showing a decreasing trend up to 2018/19 and fell below the national level in 2019/20. The highest 20% have achieved lower average tariff scores than the national establishment in the past four years.

Average total tariff points for leaver cohorts in selected years



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)

National Benchmarking Measure: Attainment versus Deprivation

This national measure looks at the average total tariff score of school leavers by Scottish Index of Multiple Deprivation Decile. The SIMD enables schools to map their performance against the social context in which they operate. The table below shows the total tariff scores of leavers against their deprivation area for 2019/20. SIMD band 1 being the most deprived and SIMD band 10 being the least.

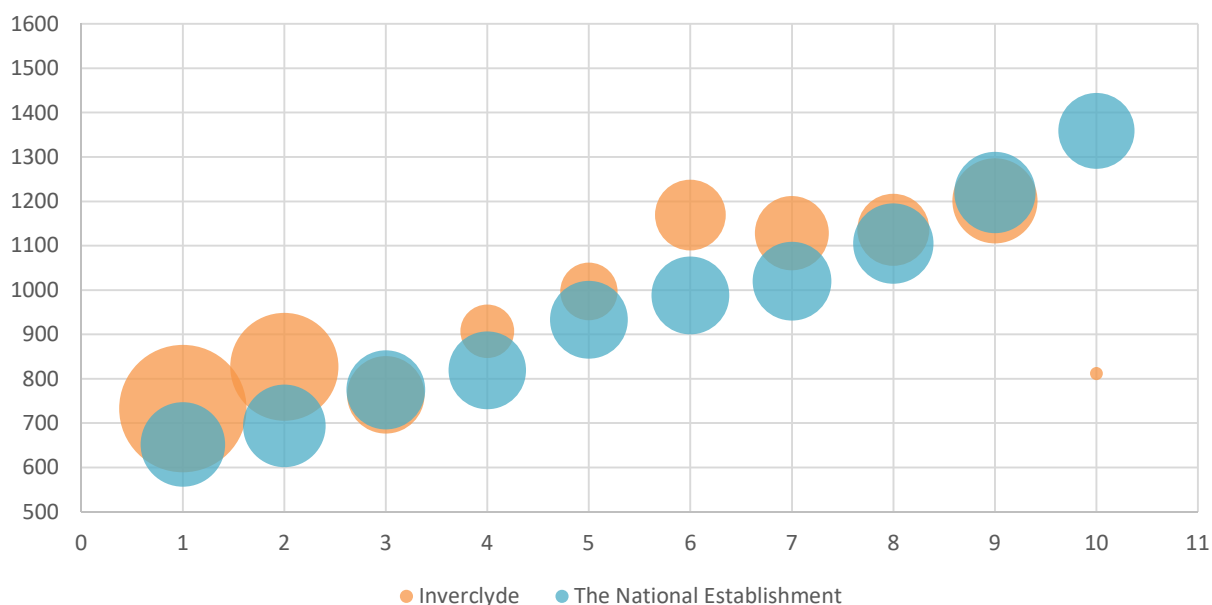
The average total tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 3, 9 and 10. SIMD 10 comprises less than 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

Average total tariff points for leaver cohorts by SIMD, 2019/20

SIMD Decile		1	2	3	4	5	6	7	8	9	10
Inverclyde	Average tariff points	733	827	764	907	997	1169	1128	1136	1201	812
	% of cohort	25.70%	18.47%	9.50%	4.55%	5.22%	7.90%	8.70%	8.17%	11.51%	0.27%
National	Average tariff points	652	694	775	819	933	988	1020	1105	1220	1359
	% of cohort	11.23%	10.82%	9.83%	9.51%	9.54%	9.52%	9.79%	10.18%	10.47%	9.11%

In the chart below the size of the bubble is proportionate to the % of individuals in each SIMD decile. It shows that performance in SIMD 2 and 6 was significantly greater than the national establishment.

Average total tariff points for leaver cohorts by SIMD, 2019/20

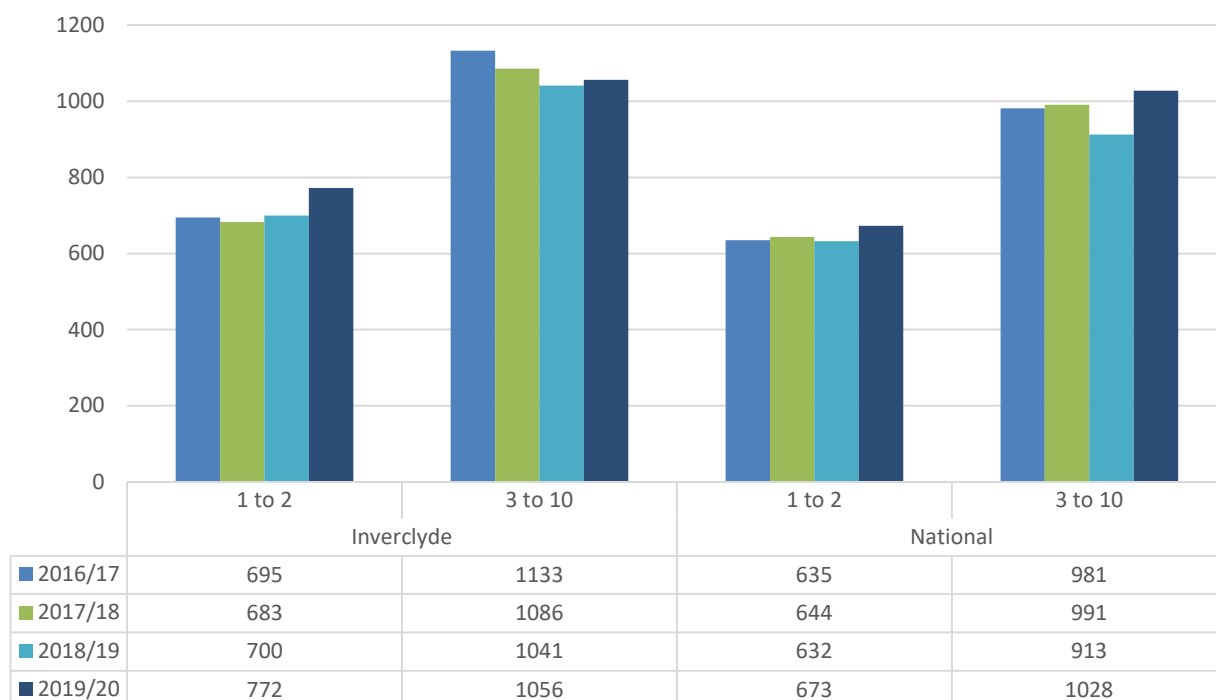


Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap has reduced in each of the past four years

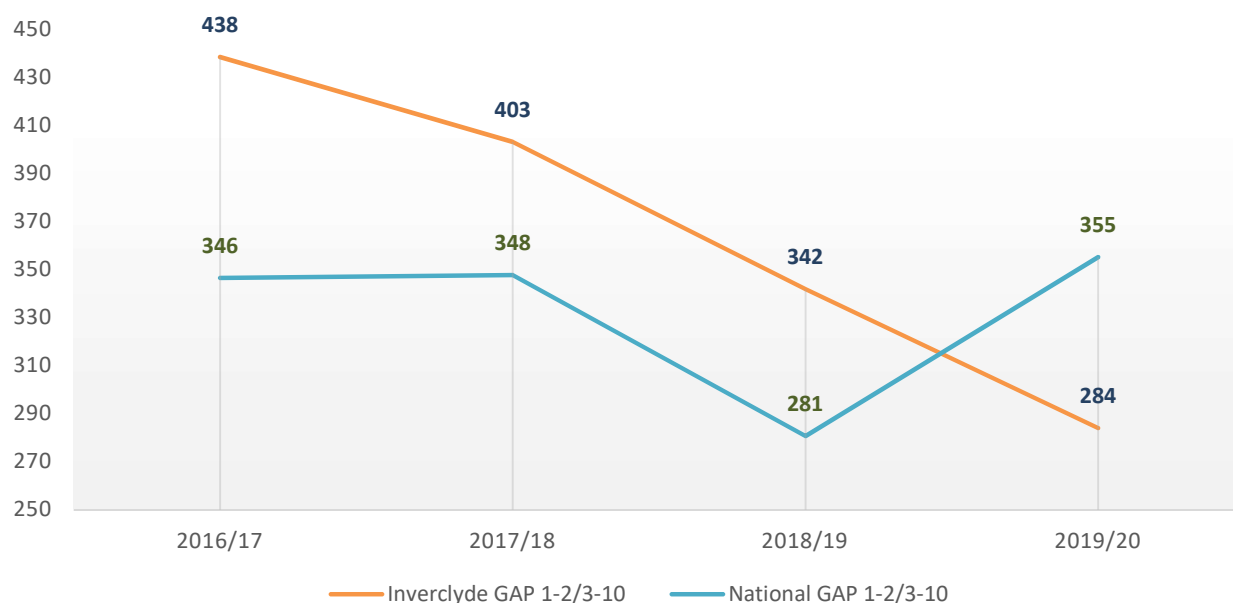
using this measure, which can be attributed to both an increase in the 1-2 cohort average point accumulation and a decline in the 3-10 cohort performance.

Average total tariff points for leaver cohorts by SIMD local banding, 2016/17 to 2019/20



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Attainment gap by average total tariff points by SIMD local banding, 2016/17 to 2019/20



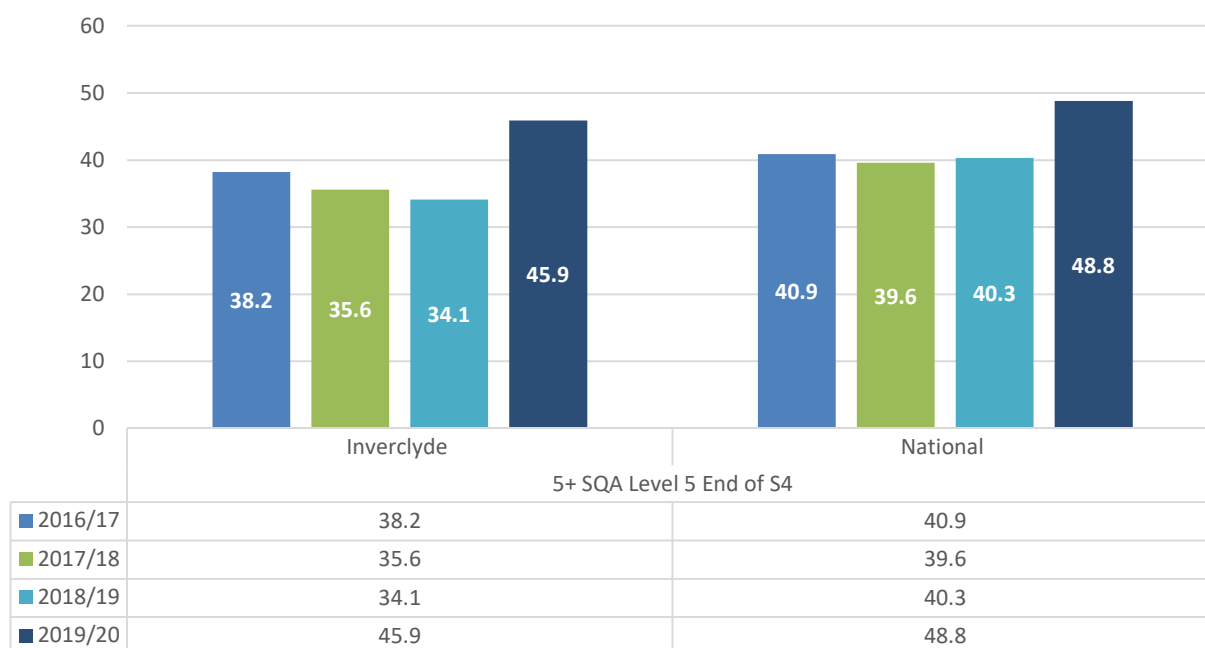
Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Breadth and Depth: All Candidates

The charts below show our performance at in key measures in percentage of pupils gaining awards at SQA national levels 5, 6 and 7. The 2020 INSIGHT data again cannot be used for direct comparison with previous years to show improved performance.

There has been a declining trend in achievement of 5+ awards at SQA National 5 level between 2016/17 and 2018/19, and this measure sits below the national average in those years. The figure in 2019/20 remains a few percentage points below the national.

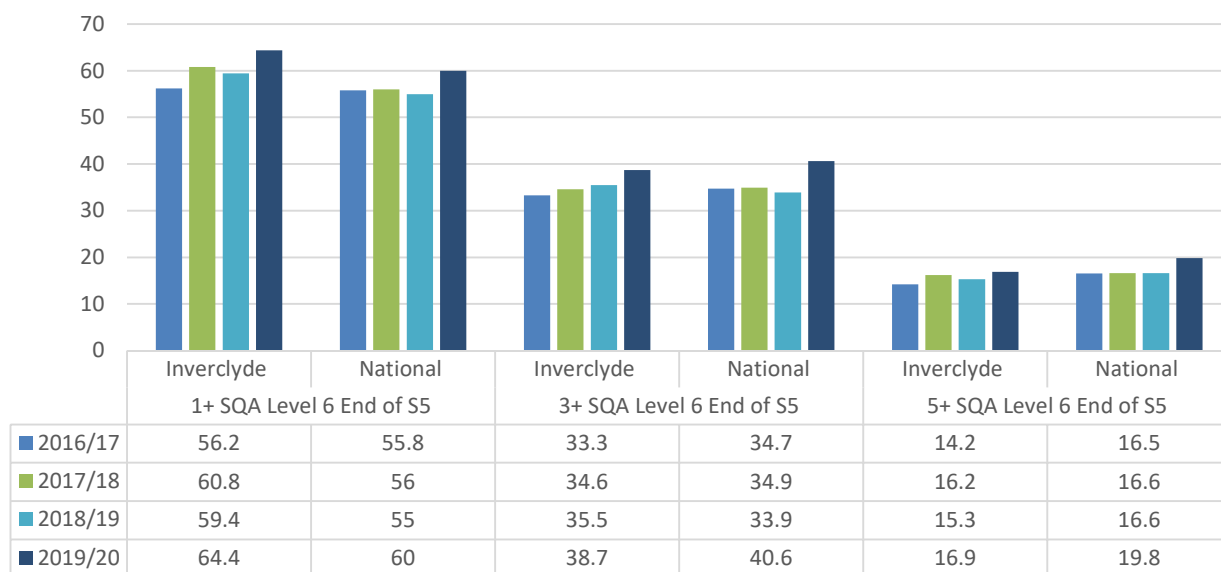
% of pupils achieving 5+ Awards at SQA National level 5 by end S4, 2016/17 to 2019/20



Source: Insight, 2021 (INSIGHT::Breadth and Depth: All Candidates)

At SQA national level 6 Inverclyde displays more of an increasing trend in comparison to the national averages across the three indicators between 2016/17 to 2018/19, consistently sitting above the national figure in the 1+ award percentage in all years.

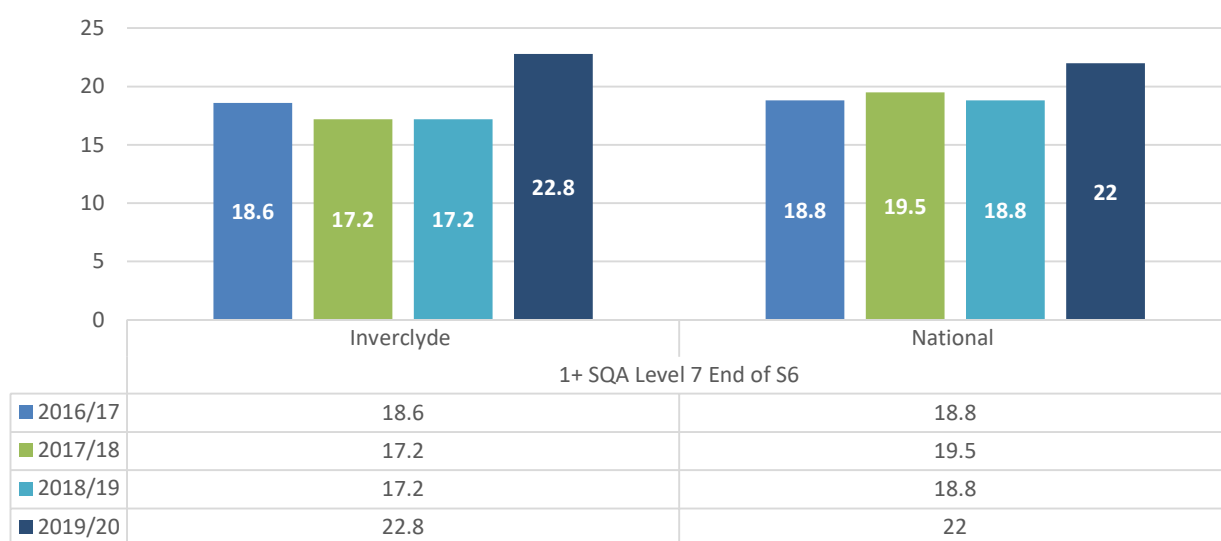
% of pupils achieving awards at SQA National level 6 by end S5, 2016/17 to 2019/20



Source: Insight, 2021 (INSIGHT: Breadth and Depth: All Candidates)

At SQA national level 7 Inverclyde sits just below the national average between 2016/17 and 2018/19 in terms of achieving 1+ award. In 2019/20 the figure was slightly above the national performance.

% of pupils achieving awards at SQA National level 7 by end S6, 2016/17 to 2019/20























Source: Insight, 2021 (INSIGHT: Breadth and Depth: All Candidates)





















Audit Scotland: Improving outcomes for young people through school education

In 2019, Audit Scotland carried out audit work to look at how effectively the Scottish Government, councils and their partners were improving outcomes for young people through school education.

The following charts are exhibits used in the 2021 report to show national and local performance against a range of indicators in latest year available and change over time. Inverclyde is shown against the other attainment challenge Councils in the first two exhibits.

	Percentage of school leavers achieving 1 award or more at SCQF level 5 or better		Percentage of school leavers achieving 5 awards or more at SCQF level 5 or better	
Council	2018/19	% change since 2013/14	2018/19	% change since 2013/14
Attainment challenge councils:				
Clackmannanshire	78.8	 -1.2	55.8	 5.4
Dundee City	78.8	 -1.3	55.6	 5.4
East Ayrshire	80.0	 -2.9	62.0	 3.2
Glasgow City	83.2	 2.7	57.8	 8.1
Inverclyde	89.5	 2.5	67.1	 8.5
North Ayrshire	83.3	 3.2	60.7	 7.6
North Lanarkshire	84.4	 -0.9	62.4	 5.7
Renfrewshire	88.2	 0.6	66.3	 2.8
West Dunbartonshire	85.6	 1.4	58.2	 1.6
Scotland	85.1	 0.7	64.3	 5.5

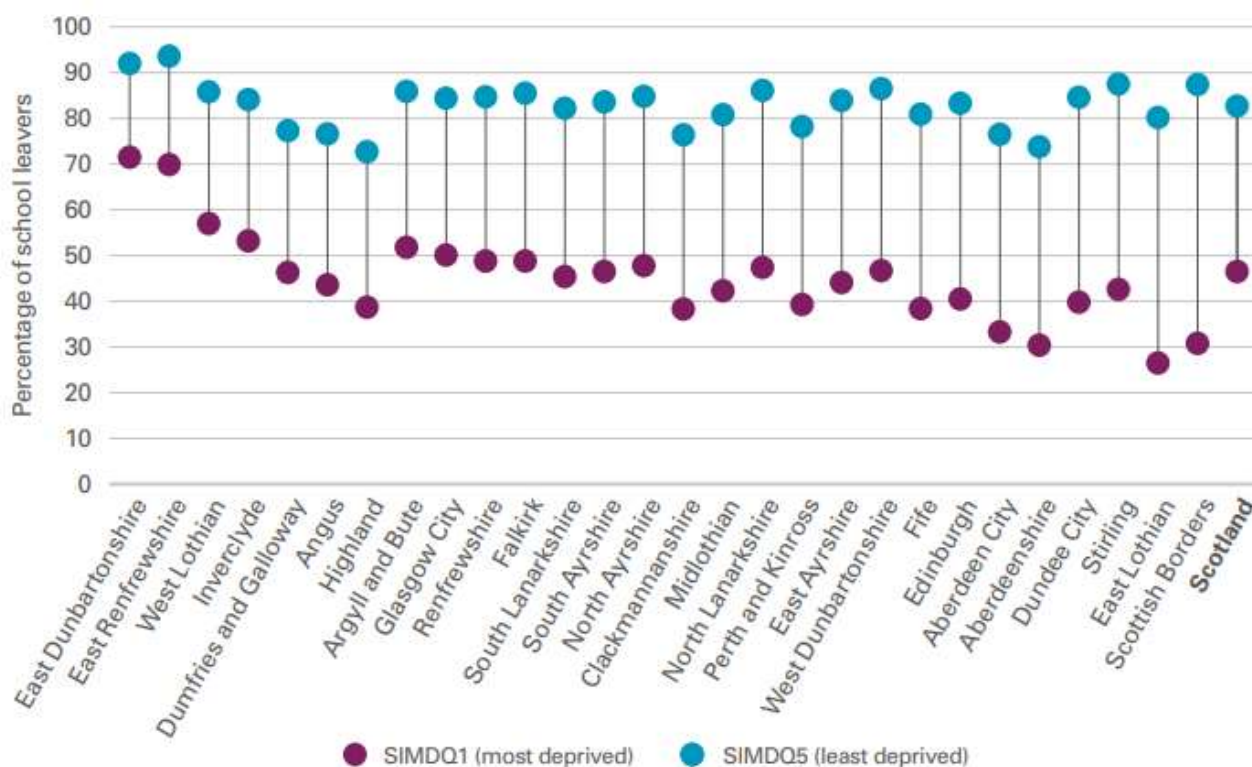
Source: Improving outcomes for young people through school education (Audit Scotland, 2021)

	Percentage of 16–19 year olds participating in education, employment or training		Percentage of school leavers achieving literacy and numeracy at SCQF level 4	
Council	2019/20	% change since 2015/16	2018/19	% change since 2015/16
Attainment challenge councils:				
Clackmannanshire	89.3	 1.1	83.9	 1.1
Dundee City	90.0	 2.3	85.8	 -0.2
East Ayrshire	90.0	 0.7	89.2	 3.8
Glasgow City	89.5	 2.7	85.8	 2.7
Inverclyde	92.9	 1.7	92.4	 1.2
North Ayrshire	90.6	 0.7	88.2	 0.7
North Lanarkshire	90.7	 1.4	87.1	 0.6
Renfrewshire	92.4	 1.7	92.1	 1.0
West Dunbartonshire	90.2	 1.8	88.9	 4.5
Scotland	92.1	 1.7	89.3	 1.2

Source: Improving outcomes for young people through school education (Audit Scotland, 2021)

It is clear from the above tables that Inverclyde is the highest achieving attainment challenge LA on these measures and has demonstrated some of the highest gains over the period of the attainment challenge.

The table below shows that Inverclyde has the fourth smallest gap nationally between most deprived and least deprived pupils in percentage of school leavers achieving five or more awards at level 5 2018/19.



Source: Improving outcomes for young people through school education (Audit Scotland, 2021)

How good is our wider achievement in Inverclyde?

The Duke of Edinburgh (DofE)

Due to the Covid-19 pandemic all DofE activity ceased, this was all school based programmes, activity nights and expeditions. As at March 2020 there were 335 participants looking to take part in expeditions from March – October. Information was sent to all participants with their options for continuing their activities from home and from this, 105 participants gained a DofE Certificate of Achievement, recognising all of the work they had put into their Physical, Skill and Volunteering activities. For future planning purposes, participants were asked if they would like to continue with the expedition section and overall 171 participants advised they would like to complete their full Award with an expedition. Of the 171 who responded, 111 of them are also looking to progress onto the next level of the Award – 62 of which have already received their Certificate of Achievement and moved onto the next level. When schools resumed after the Aug 2020, the DofE team engaged with Clydeview and St Columba's to trial DofE recruitment during the pandemic, from this 138 Bronze participants signed up for the Award. After the lockdown in Jan 2021, DofE activity ceased once again.

The recovery of the Award in Inverclyde will take many months, even years, as the expedition numbers will have to be significantly reduced due to social distancing measures, transport

arrangements and other expedition restrictions. The DofE team will be contacting schools on their return after the Easter break to discuss resuming DofE activities including expeditions from May 2021. DofE Expeditions would consist of day walks only – returning home at night, participants will be from the same school and year group, and ‘dedicated school transport’ guidelines will be followed.

Enterprise Development

As many enterprise programmes and events are so reliant on business support for delivery it was just not practical to deliver during the reporting timeframe as a result of Covid 19. Young people were simply not able to attend employer premises as they normally would for work placements / experiential learning etc. This was the first year in 14 years that The Recruit programme was unable to run again due to practicalities of having 35 young people together and visiting employer premises for challenges and events.

Where possible virtual alternatives were offered but across the country participation levels were down. Our schools have participated in virtual opportunities such as Young Enterprise, STEM West, Career Ready and career education events.

Music Instruction Service

The music instruction service has been challenged during Covid19, in particular the teaching of Woodwind, Brass, Pipes and Voice. The service has adapted to the situation, following all guidance shared and maximised the number of lessons able to be delivered. The instructors team have delivered lessons to our young musicians in a number of ways from online video recordings, MS Teams lessons, Video uploads, teaching at flexible times and where possible face to face in person lessons. All SQA pupils have been supported throughout the pandemic.

Many instructors and pupils (past and present) contributed to Inverclyde Council 12 (13) Days of Christmas online digital performances.

One of the first Covid19 casualties was The UK National Concert Band Finals in Manchester April 2020. Inverclyde Senior Wind Orchestra were the only Scottish school band to qualify for the final.

YMI – Creative Scotland

All YMI projects have been successfully delivered during the past year. All programme partners and our own YMI practitioner have adapted delivery methods and successfully delivered all YMI activity

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 employment.

Link to Children Service plan priorities: 3, 4

Next Steps

Support primary schools to ensure that the targeting of additional recovery resources is tightly aligned to ongoing assessment and tracking procedures in order to ensure maximum impact and progress for all pupils

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

Improve all outcomes for CEYP across all establishments

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

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:

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

Here's how we got on:

Throughout Inverclyde the use of data is now well embedded as a strategy to gain further school improvement. Effective use of data has been further developed through the use of data packs; the use of data packs has resulted in all schools now interrogating their data to help inform school improvement needs. In addition, data packs are now integral to the Local Authority Challenge and Support meetings conducted with Authority Officers.

Evidence from Head Teacher / Directorate Self Evaluation meetings indicates that nearly all schools are making very good use of data to target appropriate interventions and identify areas of further improvement. This session saw improved data analysis thought the further development of data dashboards in attendance, expected outcomes, LS and ACT. Through this development the authority provided Head Teachers with further training and support enhancing their ability to interpret data.

Head Teachers report that they are more confident in using data dashboards to inform their thinking and that they are more aware of the poverty related attainment gap in their schools. The data dashboards enable senior managers to have more impactful discussions with staff about how they will support individuals in their classes resulting in improved interventions for pupils.

A recent attendance conference has taken place, an attendance dashboard was developed that informs schools on a weekly basis of their attendance rates in comparison to other schools and an offer of 1:1 supports to examine schools' culture, systems and review the practices is in place

The authority continue to make very good progress closing the poverty related attainment gap. Evidence from the Senior Phase National Data shows that the authority continues to perform above the Virtual Comparator (VC) and the National Average (NA) in Literacy and Numeracy. Recent work with our secondary schools has targeted the need for improved accuracy of judgements at level 4 in the Broad General Education. (Ross Scullion has all the graphs and information in this area). Unfortunately there was no publishing of National ACEL Data at Broad General Education. However the tracking of performance within Inverclyde shows that the Local Authority have reduced the attainment gap at all levels in literacy and numeracy since the beginning of the programme. Combined levels show the gap has reduced in numeracy by 8%. The attainment gap in literacy has reduced combined levels in Broad General Education (BGE) in writing by 8%, reading by 9% and talking and listening by 13%.

During the period October to December, the Attainment Advisor worked with the SAC project lead to analyse data and evidence from within the authority regarding the Scottish Attainment Challenge. The comprehensive qualitative and quantitative data measured the impact of SAC in raising attainment and reducing educational inequity for children and young people within Inverclyde.

Key strengths identified:

1. The leadership approach taken by Inverclyde in supporting the aims of the SAC and its implementation.
2. Collaborative working across schools and between partners and schools is highly valued. This collaboration leads to improved outcomes for children. Highly effective professional learning has led to more skilled teaching. Through training and support in literacy, numeracy, health and wellbeing the quality of teaching, learning and assessment has improved.
3. The use of data is now an integral part of school improvement and the local authority continue to prioritise the development of data literacy. Processes for data analysis supports the review of the poverty related attainment gap and informs decisions in addressing the gap.

Overall Inverclyde are improving trends in attainment for children and young people affected by poverty. Data shows improvement over time and the poverty related attainment gap is

decreasing. Initial positive destinations for young people from areas of disadvantage are improving and are above national levels. There are many factors which contribute to this including the work by staff funded by SAC across primary and secondary schools.

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.

[Link to Children Service plan priorities: 3](#)

Next Steps

Further develop both the education service planning format and within that a focus on developing school improvement planning in order to have a tighter focus on evaluating impact against clear outcomes and evidence

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.

The Development of our Curriculum

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:

- | |
|---|
| <ul style="list-style-type: none"> • Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners. |
| <ul style="list-style-type: none"> • Continue to develop the senior phase through enhanced pupil choice and further rigour in monitoring of progress, tracking the destinations of all pupils and implementing the senior phase action plan. |
| <ul style="list-style-type: none"> • All establishments to continue to develop pathways for all learners. |
| <ul style="list-style-type: none"> • Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above. |
| <ul style="list-style-type: none"> • Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning |
| <ul style="list-style-type: none"> • Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model |
| <ul style="list-style-type: none"> • Work with practitioners and partners to further develop a coherent and consistent approach to play pedagogy across the early level in all establishments ACT / Ed Psych |
| <ul style="list-style-type: none"> • Further enhance offer of wider achievement to all schools • Active schools to continue to give access to wider sport specifically targeting senior schools out with the current curriculum |

Here's how we got on:

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

The Senior Phase Education Officer has continued to participate in the Curriculum Workstream of the West Partnership. A large focus of this session has been on qualifications and the impact of the pandemic on the senior phase.

As above, 8 SLT members representing all 6 mainstream schools have signed up to the Curriculum Design course at the University of Stirling.

Three secondary SLT members and two primary HTs participated in Education Scotland's 'No Tosh Curriculum Stories' CLPL in March, developing a greater understanding of Learner Pathways through shared practice across Scotland and planning for activity in each establishment as they developed their own Curriculum Story.

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.

All secondary schools continue to review the senior phase offer to better meet individual pupils' needs and to enhance progression pathways, leading to improved destinations.

The secondary Curriculum and Timetabling Network are using evaluation of current practices alongside ideas emerging from CLPL and professional reading to discuss how the authority might accommodate more radical change in the senior phase in session 2022/23.

All schools now track pupils' progress regularly (3-5 times per year in each school) using this data to report to parents, evaluate progress against benchmarks and enhance pupils' chances of progression and, therefore, attainment.

To varying degrees, all schools are now tracking the desired occupations and pathways of all learners, monitoring progress through qualifications, wider achievements, work experience and, ultimately, post-school destinations.

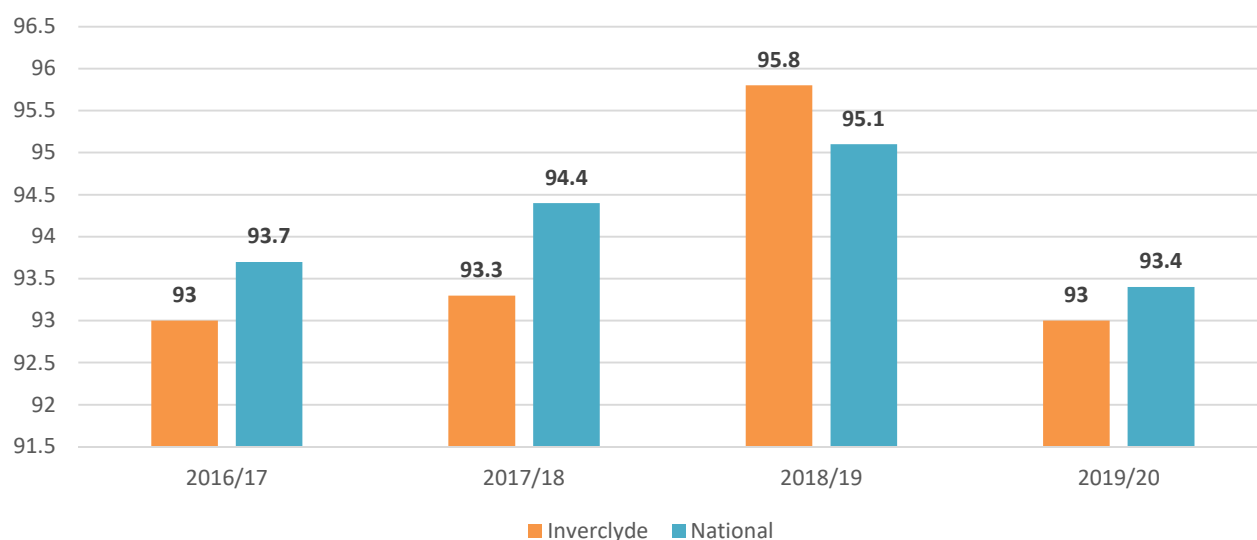
Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above.

National Benchmarking Measure: Positive Initial Destinations

This national measure looks at the percentage of school leavers in a positive destination approximately 3 months after leaving school (i.e. initial destination).

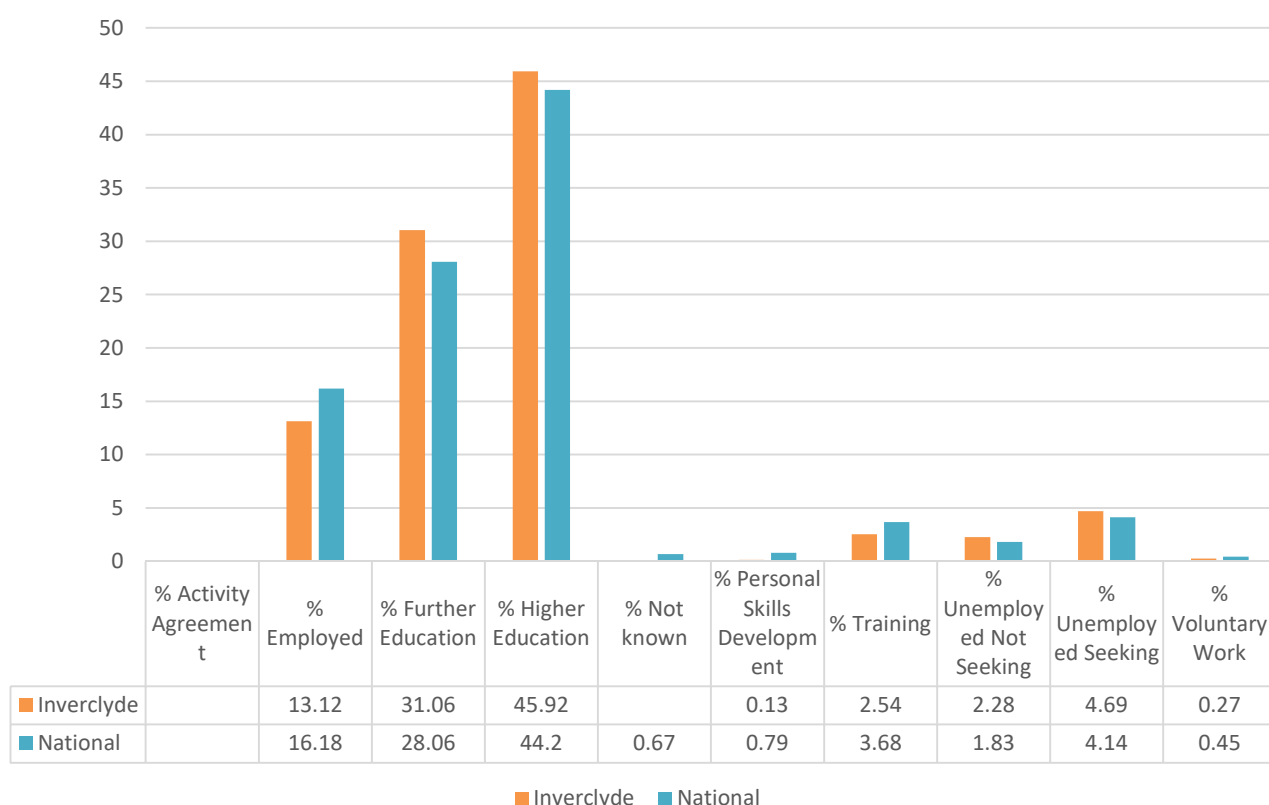
The charts below gives Inverclyde and national comparison over the past four years, showing overall positive destination percentage followed by destination breakdowns.

% of leavers in a positive destination, 2016/17 to 2019/20



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure:Leaver Initial Destinations)

Destination breakdown of leavers, 2019/20

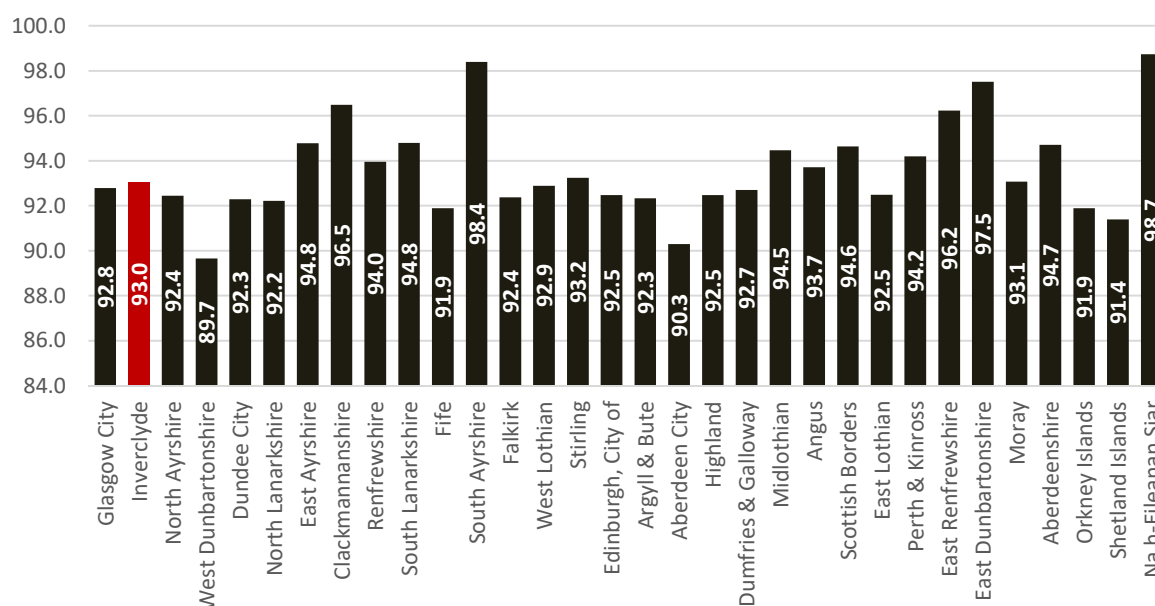


Source: Insight, 2021 (INSIGHT:National Benchmarking Measure:Leaver Initial Destinations)

The data shows that there was an increasing trend between 2016/17 and 2018/19 in overall positive destination. There was a decline in 2019/20 at both authority and national level, which is not unexpected given the unknown impact that the Covid-19 pandemic has had on economic opportunities for school leavers. The destination breakdown does show that Inverclyde performs better than the national average in leavers going on to higher and further education. However, employment and training sit below the national average. Inverclyde has had no unknown leavers for the last ten years.

Comparison with other local authorities shows that Inverclyde compares favourably with the other authorities in the top six for SIMD deprivation for overall positive destination percentage.

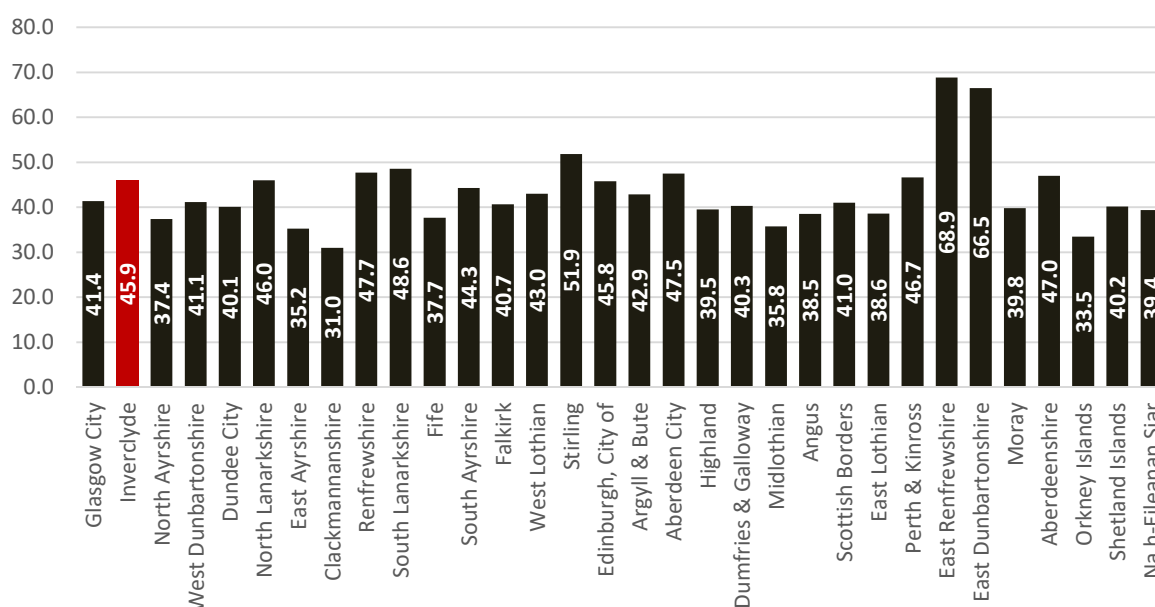
% of leavers in a positive destination, 2019/20



Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 3: 2021 Edition

The authority is also performing well nationally in the higher education measure, 10th overall.

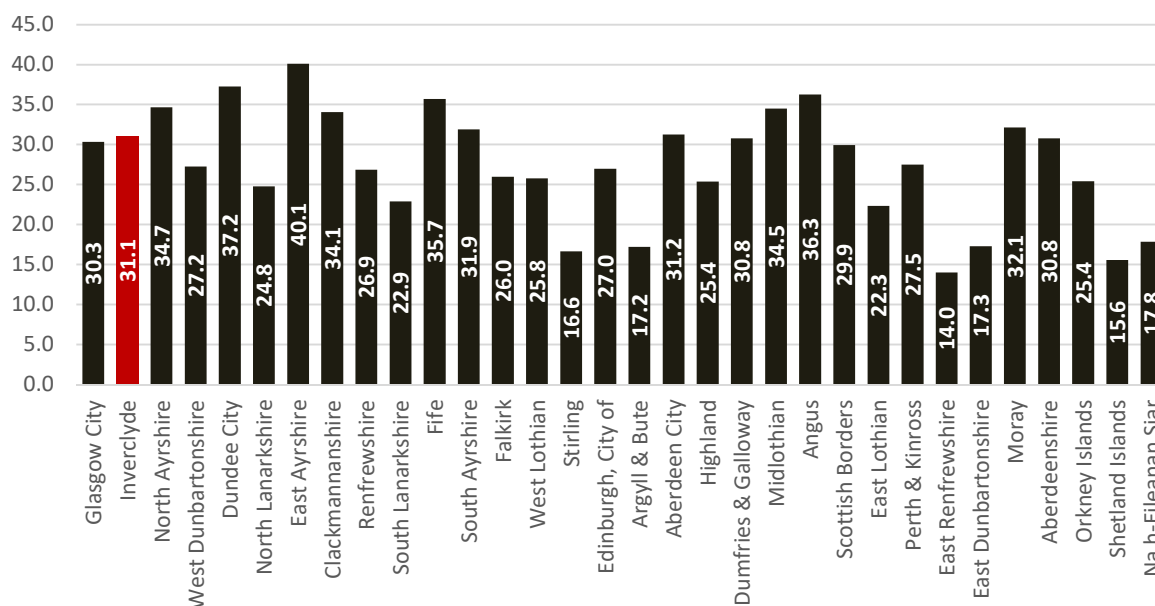
% of leavers in higher education, 2019/20



Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 3: 2021 Edition

Again performing well nationally in the further education measure, 11th overall.

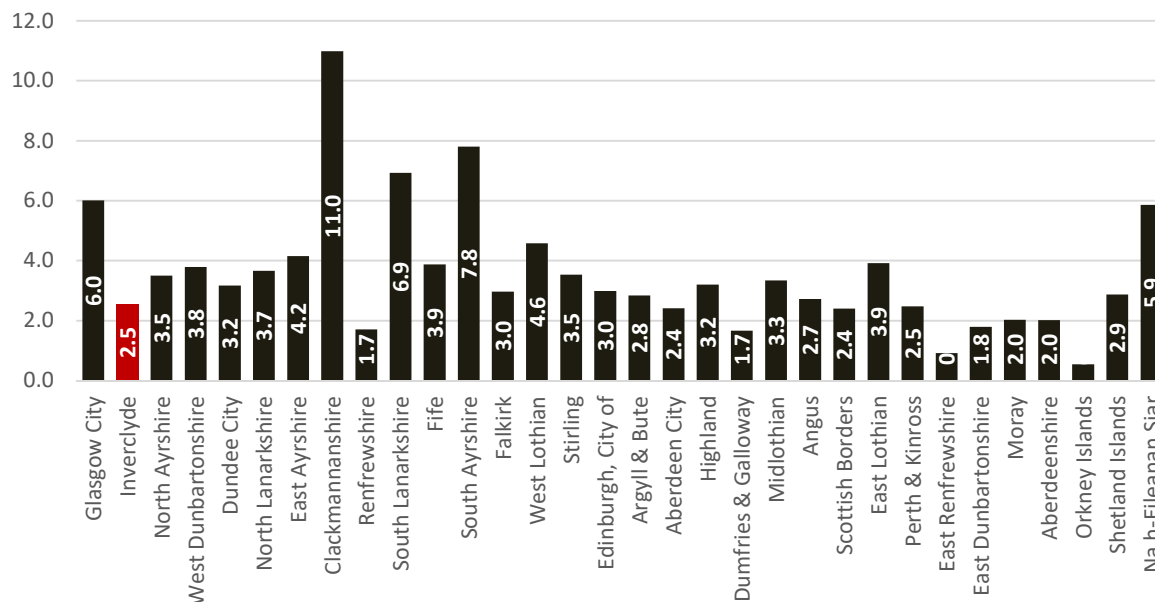
% of leavers in further education, 2019/20



Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 3: 2021 Edition

The percentage in training is lower when compared nationally, 22nd overall, but also against comparator authorities in terms of deprivation.

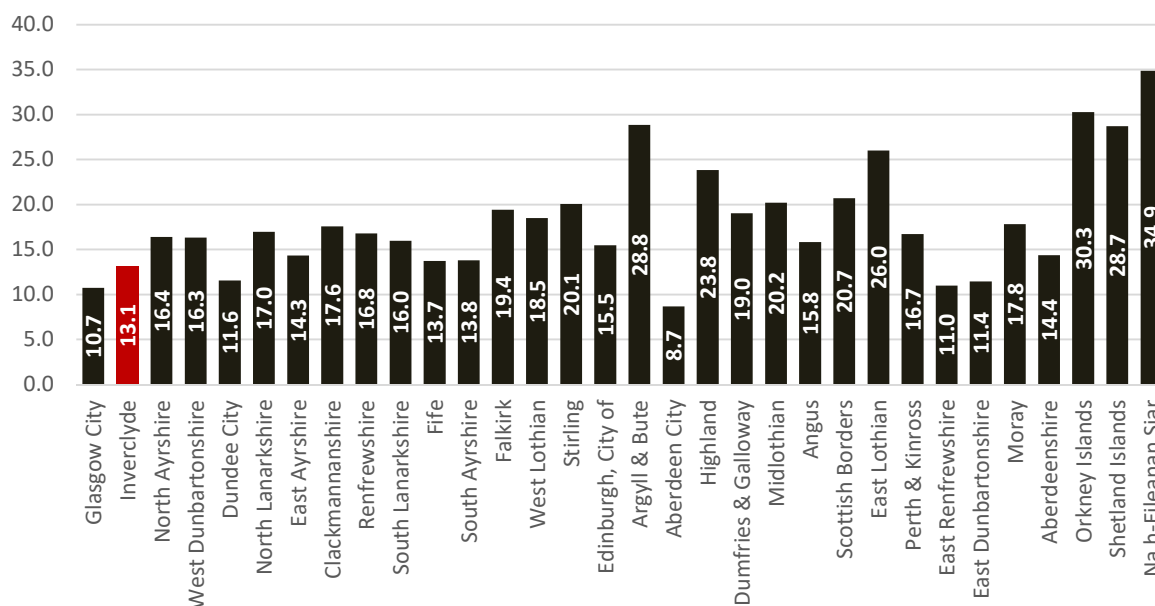
% of leavers in training, 2019/20



Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 3: 2021 Edition

Employment destination, 27th overall and lower than most of the similar SIMD profile authorities.

% of leavers in employment, 2019/20



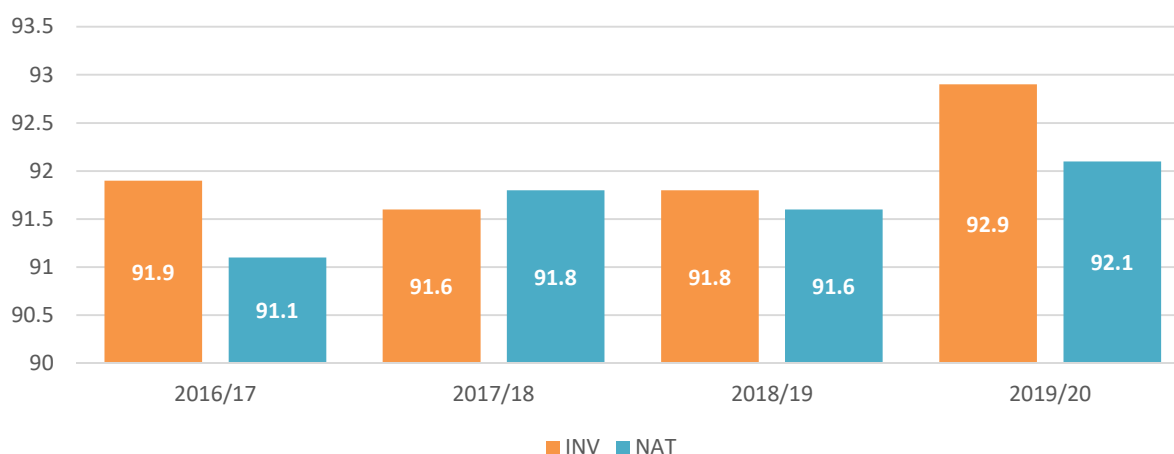
Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 3: 2021 Edition

Annual Participation Measure: Percentage of young adults (16-19 year olds) participating in education, training or employment

SDS worked with the Scottish Government to develop a measure of participation which allows identification of the participation status of the wider 16-19 cohort. As agreed by Scottish Ministers the Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation. This has replaced the school leaver destination follow up as the source of the national indicator, "Percentage of young adults (16-19 year olds) participating in education, training or employment".

Inverclyde has been above the national average in 3 of the past four years, with a significant increase between 2018/19 and 2019/20.

Annual 16-19 year old participation measure, 2016/17 to 2019/20



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

As above the service has provided extensive support to schools during the year across numerous aspects of the recovery curriculum.

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

Senior Phase school college partnership progressed this session despite the challenges of covid restrictions with many courses taking a virtual or blended approach to ensure young people could continue with desired pathways.

Uptake for FAs was the highest we have seen in Inverclyde and we are working closely with Skills Development Scotland and West College Scotland to facilitate the completion of these wherever possible.

Two secondary schools piloted the implementation of the national Career Ready programme of business mentoring this year. Career Ready is a social mobility charity set up to support young people who potentially face the most barriers in education and employment, and whose talents often go overlooked and undiscovered. As a result, 12 young people across Port Glasgow High School and Inverclyde Academy were matched to an appropriate business mentor and have participated in virtual meetings and events throughout the year. Feedback from young people has been positive about the programme but they are, understandably, frustrated by the limitation of the virtual offer required to meet current restrictions.

What are our next steps?

Outcomes for Learners

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

[Link to Children Service plan priorities: 4](#)

Next Steps

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

Engage in an authority working group in order to decolonise the curriculum and support race equality through ensuring that the history and culture of the BAME community is represented

Respond to the OECD report through ongoing review and development of the senior phase curriculum

All establishments to continue to develop pathways for all learners

Work with all stakeholders to match the 2019 positive and sustained destinations figure to 96%

Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations

Work with schools to review the curriculum and pedagogy alongside the development of a digital strategy

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

Work with colleagues in Community Regeneration to establish an action plan to address training opportunities

Support schools with the roll out of SG funded DYW Coordinators

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:

<ul style="list-style-type: none"> • Improve the quality of leadership of Additional Support Needs at all levels to ensure that current provision and practice is enhanced and developed
<ul style="list-style-type: none"> • Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN
<ul style="list-style-type: none"> • Develop a new ELC provision within Craigmarnock School and ensure a coordinated approach with the service provided by Hillend Children's Centre.
<ul style="list-style-type: none"> • Develop a plan for a revised service offered by Lomond View to all primary and secondary schools supporting pupils' SEMH and the implementation of the LA's PB policy
<ul style="list-style-type: none"> • Review and develop systems and structures to better support delivery of highly effective ASN provision and support
<ul style="list-style-type: none"> • Improve schools' capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular.
<ul style="list-style-type: none"> • Fully implement the new Tier 2 Mental Health service from August 2020.
<ul style="list-style-type: none"> • Work with partners to develop our Health and Wellbeing Strategy including a focus on the early intervention and education around drugs and alcohol
<ul style="list-style-type: none"> • Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs

Here's how we got on:

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

An ongoing review of ASN support staffing has been concluded and the service is now working in partnership with school leaders and union colleagues to implement a new staffing structure for all support staff in all establishments. This has included a review of how staff are allocated to establishments. This work has included the creation of new central ASN admin officer post to support this and ongoing work around ASN.

Local authority staff have developed training in the area of dyslexia. This focuses on best practice in relation to assessment, intervention and planning. It will be rolled out to school managers and practitioners on a rolling basis starting during the summer term of 2021.

Transition guidance for Early Years, Primary and Secondary establishments has been revised in light of the current situation to ensure that all children and young people make as seamless as possible a transition to their next stage in education. This includes an increased focus on the use of digital technology and alternative forms of communicating with pupils, children and young people. Many of the approaches taken during the first lockdown have been built upon this year and will become standard practice across the authority in the future.

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

The 'onesery' at Craigmarloch School opened in August 2021 but was initially located in Hillend Children's Centre due to delays in refurbishment work. This enabled strong relationships across the 2 services to develop and provided staff with a robust induction and training programme. The 'onesery' relocated to Craigmarloch School in October 2021. Opportunities to further develop a coordinated approach have been impacted on by COVID-19 restrictions.

Develop a plan for a revised service offered by Lomond View to all primary and secondary schools supporting pupils' SEMH and the implementation of the LA's PB policy

Throughout 2020/21 the development of a new outreach service from Lomond View Academy to support schools to support pupils with social, emotional and behavioural needs has been underway. Strong progress has been made, including consultation with Head teachers, as well as seeking the views of current and past pupils of the school. The service will be launched in June 21 and will begin operation in August 2021. Its prime focus is to provide a clear strategy relating to the three pathways of support i.e. full time placement in Lomond View Academy, part time placements and outreach support to support children and young people in their mainstream settings.

Work with partners to develop our Health and Wellbeing Strategy including a focus on the early intervention and education around drugs and alcohol

In spite of the challenges of this current year, significant progress has been made around Health and Wellbeing. We have worked with a range of partners to agree our Health and Wellbeing Strategy which includes the 7 key areas of Curriculum, Learning and Teaching, Meeting the needs of all learners, Child Protection, Leadership, Partnership Working, Continuous Lifelong Professional Learning and Quality Assurance. This is now in its final stage and will be ready for wider sharing by the end of this session. We have also worked with Education Scotland and partner authorities to develop this strategy which ties in directly with the work of the Prevention and Education Working Group which has been established to look specifically at tackling drug and alcohol problems within Inverclyde, due to the worrying statistics around our young people.

The 2019 Health and Wellbeing Survey also highlighted the current attitude to drugs and alcohols alongside a variety of other factors that can affect health and wellbeing. The results of the surveys have been shared with schools and individual establishments are using this information to plan their curriculum to meet the needs of their learners.

We have currently formed a focus group of young people from one of our secondary schools to ensure pupil voice in curriculum planning and spreading positive messages around drugs and alcohol use. As we come out of lockdown we plan to develop more opportunities for groups of our

young people from all secondary schools to come together to share their voice, working in partnership with Community Learning and Development.

Our Nurture CMO was part of the West Partnership PSE network and has brought a range of resources and ideas to the authority to support our pupils, staff and families. This has been further enhanced by the excellent contribution that our Educational Psychology Team made to supporting pupils, staff and families this year, providing advice and training on Bereavement, loss and change, Coping With Adversity/Trauma Informed Practice. These approaches will be vital to ensuring pupil wellbeing and engagement in the years ahead and, as such, will form the main basis of the Educational Psychology Service offer going forward.

Our Mental Health Focus Group has raised awareness of the NHS 5 Steps to Wellbeing through Twitter feed, personalised posters for sectors and an Early Years / Schools competition. National data shows that the mental health of any of our pupils has been severely affected this year as a result of the pandemic therefore a continued focus on this is vital. We will continue to develop this work through capturing some of the excellent practice that is currently happening in our establishments.

To support all practitioners, we have established a Health and Wellbeing blog which brings all local and national resources and frameworks together and will share case studies of good practice, to develop consistency across our establishments. To maintain this, an Early Years / Primary leads and a Secondary leads group have been formed to Quality Assure content, keep abreast of latest information and feed into our HWB newsletters. This is due for launch this term.

Fully implement the new Tier 2 Mental Health service from August 2020.

This session saw the launch of the new Tier 2 Wellbeing Service offer to pupils aged 5-18. The service is provided by Action for Children and involves a mix of direct work, group work and support to schools in relation to universal approaches to supporting pupil wellbeing. An annual report will be produced at the end of the summer term.

What next?

Outcomes for Learners

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

[Link to Children Service plan priorities: 1, 2](#)

Next Steps

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

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

Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular

Continue to implement the HWB strategy with an increased focus on substance misuse education

Further develop the GIRFEC Pathways including the development of Joint Support Teams in all establishments alongside the introduction of a school based social worker pilot

Support the development of new Pupil Support Assistant posts (PSA) with a new CLPL programme and Recovery Associates as part of the Attainment Challenge

Roll out of newly developed dyslexia training and support for all staff

Continue to develop the Inverclyde Wellbeing Service (Tier 2 service) in partnership with Action for Children, linking this to the community Mental Health project

Support establishments with the roll out of revised Inverclyde anti-bullying policy

Support establishments with developing approaches to maintaining chronologies as part of child protection procedures

Pupil Equity Fund

Pupil Equity Funding is part of the £750 million Attainment Scotland Fund invested over the current parliamentary term (2016 to 2021) and is targeted at closing the poverty-related attainment gap. This is allocated directly to publicly funded primary, secondary and special schools for pupils in Primary 1 to S3. Inverclyde establishments received a total of £2,396,357 for 2020/2021. Care experienced children and young people have also received additional resources approximately £33 million from the Attainment Scotland Fund which was made available to all local authorities from 2018/19 to 2020/21. Inverclyde's spend last session from this funding was £162,400. This 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. However last session many education leaders focusing on strategic planning for equity, including considering school level Pupil Equity Fund (PEF), had to adapt, refocus or re-imagine PEF projects and plans to support pupils, families and communities as a result of the impact of Covid 19. Some of these plans were amended due to staff being unable to implement changes and the redirection of resources to effectively support learning at home.

As a valuable source of support schools are thinking creatively about the ways they work with families, carers, the third sector and others to ensure that targeted approaches and interventions are improving outcomes for all. The increased partnership working and joined up approach evident during lockdown successfully supported the health and well-being of pupils and families. Partners also effectively supported the approaches to develop literacy and numeracy for children and young people through blended learning. Schools continue to identify opportunities to make connections with new individuals, groups and organisations, to work in partnership with, improving learning, raising attainment and closing the poverty-related attainment gap.

Although there are arrangements in place to support and challenge Head Teachers to track and monitor Pupil Equity Fund the authority are aware of the need to synthesise existing improvement planning with planning for PEF to strengthen reporting and ensure equity for all. The use of the Scottish Attainment Self-evaluation resource would also encourage further reflection on next steps in addressing equity at both school and authority level. This would maximise the impact of PEF spend on developing literacy, numeracy, health and wellbeing through improving teaching and learning, providing interventions for individuals and supporting families and communities.

Two school's PEF spend have been highlighted as effective practice in the National Improvement Hub:

- St. Ninian's Primary school used Pupil Equity Funding to upskill and empower support staff to provide more effective support for pupils.
- Kings Oak Primary school created a Family Hub to support a range of learning opportunities under three strands: Family Learning, Pupil Wider Achievement and Adult/Community Learning.
- Staff of St. Columba's High School used a variety of assessments to examine the poverty related attainment gap. A poverty related attainment gap in literacy and numeracy was evident across all levels and a Pupil Equity Funded DHT was appointed. Evidence based interventions were identified implemented and tracked. The collective approaches improved outcomes for all

pupils. The Head teacher reports that there has also been a change in culture with almost all staff embracing the principals of equity.

Care Experienced Young People (CEYP) Attainment Fund 2020/21

This is the third year that the CEYP Attainment Fund has been available to children and young people from the ages of 0-26 years. While, the principles underpinning this have remained constant; focussing on wellbeing and readiness to learn through a self-directed approach is based on the getting it right child's planning process. This year it has also evolved in response to the COVID-19 pandemic based on conversations with children, young people, their families, the team around the child and 3rd sector partners.

The scope of funding has supported children and young people around digital inclusion, being more physically active through the purchase of bikes and safety equipment, sensory adaptations for 3 young people with additional support needs, enhancing work spaces for online learning/study, accessing tutors and bespoke packages of support for individual learning plans; inclusive of counselling support.

In total, 111 individual applications have been received, with a further 12 applications from More Chances More Choices to assist young people with transitions from school to further education/employment. In addition, a further 2 young people have been supported to access employment opportunities.

Through the longer term vision to support sustainability, with 3rd sector partners a 121 wellbeing packs were delivered to children and young people living in the community with family members to mitigate the impact of COVID-19.

An additional 2 projects have been offered to two primary schools to enhance wellbeing, facilitated by a 3rd sector partner to provide recipe boxes and cooking lessons to children and their parent carers. Two further projects with primary schools, postponed through COVID-19 will be progressed and completed after the summer. One is an outdoor learning opportunity with Clyde Muirshiel and the other is a Wellbeing Room with soft furnishings supported by RigArts; inclusive of children and their parent/carers being involved in the design of this.

An additional corporate parenting teacher has also been made available until June 2021. The focus has been on S4 pupils; where there are currently 24 care experienced young people. Their attendance over the past year has been monitored weekly, as well as their attainment and 10 pupils are provided with direct teaching support. "How to support learning at home training " was provided for staff at a children's house are now more able to support learners at home.