



Education Services

Improvement Plan 2021/22



Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2021/22. The first part of this process is the Standards and Quality Report (SQ/SQR) for 2020/21. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

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

The four priorities of the NIF are:-

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

NIF Drivers

The key drivers of improvement (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information) continue to provide a focus and structure for gathering evidence to identify what is working well and where further improvements can be made. The NIF drivers also ensure we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across the drivers are essential to enable continuous improvement.

Towards Empowerment

We will also consider how we can support the following dimensions of empowerment in our planning: autonomy, professional learning, participation and engagement collaboration, resources and impact

Inverclyde's Strategic Outcomes for Children and Young People


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

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

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

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2021-23. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

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Education Improvement Priorities	NIF Priorities	Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22 Children's service Plan Corporate Directorate Plan	Education strategies/ plans
			
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	Ed1: Broad General Education ED3: Leadership in educational establishments and school empowerment	Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy (PP) strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy
Closing the attainment gap between the most and least disadvantaged children and young people.	Closing the attainment gap between the most and least disadvantaged children and young people.	ED1: Scottish Attainment Challenge Priority 3: To reduce the inequalities of health and educational outcomes linked to deprivation	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy Community Learning & Dev (CLD) plan
Improvement in children's and young people's health and wellbeing.	Improvement in children's and young people's health and wellbeing.	Priority 2 Mental health and wellbeing are everyone's business and affect 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.	CLD plan Health & Well Being (HWB) strategy Educational Psychology (EP) Improvement plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Improvement in employability skills and sustained, positive school leaver destinations for all young people.		Senior Phase Action plan Additional Support Needs (ASN) action plan
Getting it Right for Every Child (GIRFEC).		Ed4 Implement the findings of the Additional Support Review Priority 1: To further embed 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.	Children's Services Plan ASN action plan Educational Psychology Improvement plan

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Improving outcomes of care experienced children, young people and their families.		Priority 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.	Children's Services Plan ASN action plan Educational Psychology Improvement plan
1140 hours expansion		ED5: expansion in early learning and child care	Expansion plan

A: Improvement in attainment, particularly in literacy and numeracy.

Outcomes for learners

Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Educational establishments are able to take forward and implement improvements that have a positive impact for learners.	<u>Driver: Leadership</u> A1 Further development of the Leadership Strategy to include a Framework for Early Years with a focus on the leadership of primary schools with nursery classes and middle leaders in all schools	<ul style="list-style-type: none"> • Increase in the % of establishments self-evaluating themselves as good or above in NIF returns • Increase in external and internal evaluations of establishment leadership is good or above in HMLe, Care Inspectorate & review reports. • Increase in the number establishments, with members of Senior Leadership Team (SLT) who have or are completing an internal or external leadership pathways recorded in leadership tracker 	Education Officer – AMcL / Quality Improvement Manager (QIM)	2021/22
	A2 Work within the Regional Improvement Collaborative (RIC) workstream Leadership and Succession Planning to share practice with a view to succession planning.		Education Officer – AMcL	2021/22
	A3 Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.		Head of Education (HOE)	2021/22
	A4 fully implement the peer review programme as part of the revised school improvement framework		HOE and Education Officers	During 2021/22
	<u>Driver: School Improvement</u> A4 Further develop both the education service planning format and within that a focus on developing SQ reporting & school improvement planning in order to have a tighter focus on	<ul style="list-style-type: none"> • Increase in attainment figures as outlined in Key Performance Indicators (KPI) below • Increase number of schools reporting positive impact of change in Standard and Qualities 		

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p>evaluating impact against clear outcomes and evidence</p> <p>A5 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.</p> <p>A6 Develop a consistent data set for use in Early Learning and Childcare.</p> <p>A7 Continue to support schools with focus on improving attendance inc implementation of new unauthorised absence protocol</p> <p>A8 Review how well clusters are working as a driver for improvement</p> <p>Driver: Parental engagement</p> <p>A9 Review the present Parental Engagement Strategy, supported by the Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance and the refreshed Learning Together strategy.</p> <p>A10 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.</p>	<ul style="list-style-type: none"> • All establishment attendance for 2021/22 furthers improves to above 2021 outcomes; gap between SIMD 1&2 and 3 – 10 further diminishes • Cluster review completed with proposal for further development included in plans for 22/23 – ongoing evidence of cluster work and impact in establishments' SQ reports • Maintain and increase attendance and engagement in Parent Councils and other parent events • Family learning events highly evaluated • Establishment SQ reports indicate improvements and impact of family learning and clear PE strategies 	<p>Head of Education Education Officers Attainment Advisor Principal Psychologist (PEP)</p> <p>Education Officers Attainment Advisor AC data team</p> <p>QIM Data officer HOE AC team Education Officers</p> <p>Education Officer - EM</p> <p>Education Officer - EM</p>	<p>By April 2022</p> <p>By Dec 2021</p> <p>By Dec 2021</p> <p>2021/22</p> <p>By April 2022</p> <p>2021/22</p>

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum	<p><u>Driver: Leadership</u></p> <p>A11 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</p> <p>A12 Recovery Associates appointed to develop processes to support recovery. They will also provide challenge and support in the delivery of processes</p>	<ul style="list-style-type: none"> • KPIs for the Local Authority will match/exceed 2019 results • HT survey will report increase in impact of support staff and recovery staff • Role of Recovery Associates highly evaluated by school leaders 	Attainment Challenge (AC) Project lead	By June 2022
	<p><u>Driver: school improvement</u></p> <p>A13 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.</p>	<ul style="list-style-type: none"> • Schools evidence improved pathways and their impact via SQ reports 	HOE Education Officers	By June 2022
	<p><u>Driver: Teacher professionalism</u></p> <p>A14 Provide professional learning for teachers to effectively use support staff</p> <p>A15 Provide a professional learning programme for support staff in their new role to enhance/develop skills to support pupils</p>	<ul style="list-style-type: none"> • Evidence via school reviews and school SQ reports of improvements to development and impact of support staff • Support staff highly evaluate learning programme and report confidence / skills via PRD 	AC lead EP team Recovery Associates	By June 2022
	<p><u>Driver: Assessment of pupils</u></p> <p>A16 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</p>	<ul style="list-style-type: none"> • KPIs for the LA will match/exceed 2019 results • Evidence via school reviews and school SQ reports of improvements to moderation / assessment 	Education Officer – EM AC lead Recovery Associates	By June 2022

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Improve in the quality of digital literacy and learning in every establishment	<p><u>Driver: Leadership</u> A17 Continue to develop the digital strategy for education including a focus on its leadership and the role of digital champions</p> <p><u>Driver: Teacher professionalism</u> A18 Provide career-long professional learning (CLPL) for staff in relation to the further development of digital approaches to both classroom pedagogy and home learning</p>	<ul style="list-style-type: none"> • Directorate digital strategy agreed and approved for 2021 - 25 • Schools can evidence improvements in digital pedagogy through school reviews and SQ reporting • Increased number of establishments engaged in and achieving the digital schools award • Role of digital champions clearly defined and having impact as above • CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQ reporting 	<p>HOE Education Officer – NG / AS Digital learning Coaching & Modelling Officer (CMO)</p> <p>Education Officer – NG / AS Digital learning CMO</p>	By June 2022
Improve the pedagogical experiences for primary 1 pupils	<p><u>Driver: Leadership</u> A19 Develop the leadership of play pedagogy (PP) across all establishments delivering the early level – refer to Play Pedagogy Action plan</p> <p><u>Driver: Teacher professionalism</u> A20 Improve learners' experiences across the early level by implementing the Inverclyde Play Pedagogy project across all establishments delivering the early level</p>	<ul style="list-style-type: none"> • Heads report increase in confidence in knowledge and leading PP via Professional Review and Development (PRD) • Schools can evidence improvements in play pedagogy through school reviews and SQ reporting • Tacking of attainment and pupil engagement / HWB shows improvements and impact of play pedagogy • Teachers and support staff report increase in confidence / knowledge in delivering play pedagogy 	Strategic PP group inc QIM, PEP, Attainment Advisor (AA) PP CMOs	By June 2022

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Performance Measure (West Partnership Plan Critical Indicator)	Inverclyde 2019	National 2019	Inverclyde 2021	National 2021	2021/22 Target
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)*	73.5%	71.4%	67.9%*	Not yet available	75%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy*	80%	78.4%	74.5%*	Not yet available	82%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)*	90.5%	87.3%	Not in collected 2021	Not in collected 2021	91%
% of S3 pupils achieving third level or better in numeracy	85.6%	89%	Not in collected 2021	Not in collected 2021	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	42.8%	46.4%	Not in collected 2021	Not in collected 2021	45%
% of S3 pupils achieving fourth level or better in numeracy	42.2%	56.1%	Not in collected 2021	Not in collected 2021	45%
% of leavers achieving 1 or more awards at SCQF Level 6 or better	68%	66.2%	74.7%	68.2%	70%
% of leavers achieving 5 or more awards at SCQF Level 6 or better	35.6%	35.5%	38.3%	40.2%	40%
% of leavers achieving SCQF Level 5 or better in literacy	84.9%	82%	87.2%	81.8%	86%
% of leavers achieving SCQF Level 5 or better in numeracy	73.5%	69%	75.5%	71%	76%

*Provisional results to be verified by Scottish Government

B: Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes for learners

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**All gaps reduced back to or reduced further, in relation to 2019 Achievement of Curriculum for Excellence Levels (ACEL)
as part of ongoing recovery process**

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
A clear overall Scottish Attainment Challenge 2 strategy including updated Pupil Equity Fund (PEF) guidance is in place	<u>Driver: leadership/school improvement</u> B1 In line with emerging government guidance, begin to devise a strategy and plan for SAC 2 from April 2022 onwards	<ul style="list-style-type: none"> Final SAC 2 plan will be produced and approved ready for April 22 	HOE, AA, AC Project leader	By April 22
	B2 Continue to provide support and challenge in relation to PEF Budget setting, monitoring and identification of impact	<ul style="list-style-type: none"> All schools PEF plans in place, with any underspend overall at no more than 1% Schools can evidence impact via attainment outcomes and SQ reporting 2021/22 	HOE, AA, AC Project leader Education officers School Business Officers	By June 22

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous</p> <p>Achievement of Curriculum for Excellence level (ACEL) data</p>	<p><u>Linked to A11 and 12</u></p> <p>Driver: Teacher professionalism B3 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.</p> <p>B4 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</p> <p>Driver: Parental engagement B5 Further embed family learning to ensure it continues to maximise impact on attainment and reduce the poverty-related attainment gap by:</p> <ul style="list-style-type: none"> 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. <p>B6 Further develop family support to mitigate impact of poverty on families so that children and young people come to school ready to learn</p> <p>B7 CLD delivering support via the AC in each secondary establishment with a focus on literacy and numeracy, wider achievement and HWB.</p>	<ul style="list-style-type: none"> CLPL is highly evaluated and schools can evidence impact via outcomes and SQ reporting Schools can evidence impact via outcomes and SQ reporting Evaluation and moderation of overall process shows improvements to judgements Schools can evidence impact via outcomes and SQ reporting 2021/22 ACEL and SQA outcomes show that gaps from 2021 have been reduced and are at least in line with 2019. Evaluations and feedback from parents show evidence of positive engagement 	<p>Education Officers AC Project leader</p> <p>Education Officer - EM</p> <p>Education Officer – EM Link with key partners eg Barnardo's via AC CLD team</p>	<p>2021/22</p> <p>By June 2022</p> <p>2021/22</p>

C: Improvement in children's and young people's health and wellbeing (HWB).

Outcomes for learners

Pupils' health and wellbeing indicators improve with a particular focus on mental health

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Pupil Health indicators improve in relation to the Health and Wellbeing survey of 2018/19	<p><u>Driver: Leadership / school improvement</u></p> <p>C1 Continue to implement the HWB strategy with an increased focus on substance misuse education. CLD to support targeted interventions focussing on drugs, alcohol and mental health.</p> <p>C2 Continue to work on targeted intervention work with children and young people from SIMD 1 and 2</p>	<ul style="list-style-type: none"> • Clear HWB approved and in place • Incidents of reported substance misuse decrease in comparison to 20/21 figures • Young people engaged in CLD AC and Senior Phase programmes report improvement in HWB 	<p>Education Officer / AM</p> <p>CLD Service Manager</p>	<p>By Dec 2021</p> <p>By June 2022</p>
Support and provision for pupils mental health and wellbeing continues to improve	<p><u>Driver: Leadership / school improvement</u></p> <p>C3 Continue to develop the Inverclyde Wellbeing Service (Tier 2 service) in partnership with Action for Children, linking this to the community Mental Health project</p>	<ul style="list-style-type: none"> • Improvements made to 2021 AFC annual report e.g. increased % of referrals being made and pupils receiving counselling etc • Refer to community mental health plan KPIs 	HOE, PEP, Action for Children	By June 2022
Reductions in reports of incidents of bullying in comparison to the HWB survey of 2018/19	<p><u>Driver: Leadership / school improvement</u></p> <p>C4 Support establishments with the roll out of revised Inverclyde anti-bullying policy</p> <p>C5 Review and agree clear policy and protocol</p>	<ul style="list-style-type: none"> • Incidents of reported bullying decrease • Clear policy and protocol in place • Incidents of reported racist incidents 	<p>PEP</p> <p>HOE / SEEMIS</p>	<p>By Dec 2021</p> <p>By Dec 2021</p>

D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Outcomes for learners

An increasing number of Inverclyde pupils enter a positive and sustained destination on leaving school that is increasingly above the national average

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Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
An increasing number of senior pupils experience appropriate curriculum pathways across the senior phase securing a positive destination that is sustained	<u>Link to senior phase action plan</u>			
	<u>Driver: Leadership / school improvement</u>			
	D1 Respond to the Organisation for Economic Co-operation and Development (OECD) report and Government response through ongoing review and development of the senior phase curriculum	<ul style="list-style-type: none"> Response to OECD and SG response can be found in School SIPs and Directorate plan for 2022/23 	HOE, Education Officer - AS, HTs	By June 22
	D2 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"> Schools can evidence improved pathways School Leaver Destination Return (SLDR) for 2021 shows improvements on 2020 outcomes closer to 2019 %. 	HOE, Education Officer - AS, HTs, More Choices More Chances (MCMC) / Skills Development Scotland (SDS)	By June 22 By June / Oct 22
	D3 Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations	<ul style="list-style-type: none"> Schools can evidence that all ASN leavers in 2022 have a positive pathway and destination identified and sustained beyond leaving 	HOE, Education Officer - AS, HTs, MCMC / SDS	By June 22
	D5 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.			
	D6 Work with partners to secure pathways across the senior phase e.g. Foundation Apprenticeships (FAs) and college placements alongside the secondary model	<ul style="list-style-type: none"> % of pupils taking up FAs increase back in line with 2020 figures 	HTs, MCMC / SDS	By June 22

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Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p>D7 Work with colleagues in Community Regeneration to establish an action plan to address training opportunities</p> <p>D8 Support schools with the roll out of SG funded Developing the Young Workforce (DYW) Coordinators</p> <p>D9 Increase participation in the Duke of Edinburgh (DofE) across secondary schools.</p> <p>D10 Increase DofE opportunities within curriculum timetable</p>	<ul style="list-style-type: none"> • Increase in training offer – reflected in SLDR data for 2021 and increasing in 2022 • KPIs for DYW coord project achieved • Participation number increase in relation to pre pandemic figures • Evidence in each school on more DofE opportunities 	<p>Community Regeneration, Education Officer - AS</p> <p>Education Officer – AS</p> <p>CLD – Service Manager HS</p> <p>CLD – Service Manager HS</p>	<p>By April / June 22</p> <p>By April 22</p> <p>By June 22</p> <p>By June 22</p>

E: Getting it Right for Every Child

Outcomes for learners

The needs of all learners are met, ensuring that they make progress and achieve

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Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Outcomes for all pupils with ASN improve	<u>Link to ASN action plan</u>			
	<u>Driver: Leadership and school improvement</u>			
	<p>E1 Continue to improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed</p> <p>E2 Further develop the GIRFEC Pathways including the development of Joint Support Teams (JST) in all establishments alongside the introduction of a school based social worker pilot</p>	<ul style="list-style-type: none"> Evidence of improved implementation of LA ASN policy and protocols via presentations to ASN forum School reviews and SQ reports also evidence improvements ACEL data shows improvement in outcomes for ASN pupils Review of JSTs / SQ reports show successful implementation and emerging impact e.g. quality of ASN forum submission improves / sampling of HWB assessments 	<p>HOE / PEP / QIM</p> <p>HOE / PEP / Social Work Senior Managers</p>	<p>By June 2022</p> <p>By June 2022</p>
	<p>E3 Support the development of new Pupil Support Assistant posts (PSA) with a new CLPL programme and Recovery Associates as part of the Attainment Challenge</p> <p><u>Driver: teacher professionalism</u></p> <p>E4 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</p>	<ul style="list-style-type: none"> Evidence from school reviews and SQ reports that provision for ASN pupils is improved and needs are being increasingly well met As above 	<p>PEP / QIM / AC Project Leader</p> <p>HOE / PEP / QIM</p>	<p>By June 2022</p> <p>By June 2022</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	E5 Roll out of newly developed dyslexia training and support for all staff	<ul style="list-style-type: none"> Staff evaluate training highly and report via PRD increased confidence in meeting dyslexic pupils needs Feedback from dyslexic pupils and their families increasingly positive in terms of needs being met 	PEP	By June 2022
Pupils' rights / United Nations Convention on the Rights of the Child (UNCRC) are being met in all establishments	<p><u>Driver: Leadership and school improvement</u></p> <p>E6 Support schools to prepare for the incorporation of the UNCRC from October 2021 – see UNCRC working party action plan</p>	<ul style="list-style-type: none"> Schools implementing LA guidance – evidence from SQ reporting / reviews that this is in place Challenges to schools / LAs re rights not being met are low / resolved 	HOE	By Dec 2021
Approaches to ensuring equality are improved through enhanced leadership approaches	<p><u>Link to C5</u></p> <p><u>Driver: Leadership and school improvement</u></p> <p>E7 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 Black, Asian and minority ethnic (BAME) community is represented</p> <p>E8 Respond to Scottish Government (SG) working group outcomes in relation to anti-racist education and race equality</p> <p>E9 Provide training and awareness raising for all establishment leaders in relation to race equality alongside equalities legislation</p> <p>E10 in line with E7 support schools to review curriculum content</p>	<ul style="list-style-type: none"> Establishment leaders' report improved knowledge and confidence in relation to race equality School curriculum incorporates local history projects / inserts School curriculum are reviewed in order to ensure that equality and diversity are clearly addressed, in particular race equality / anti-racist education Pupils report improved learning experiences and knowledge in relating to race equality 	HOE / Education Officers	By June 2022

Outcomes for learners

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Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Improved outcomes for Care Experienced Young People (CEYP) across all establishments	<u>Link to Priority 4 CSP</u>			
	<u>Driver: Leadership and school improvement</u>			
	<p>F1 introduce the role of a Virtual Head teacher</p> <p>F2 review existing approaches and establish revised systems and processes to closely monitor the progress of all CEYP in all establishments alongside the role of the Virtual Head teacher</p> <p>F3 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</p>	<ul style="list-style-type: none"> Virtual Head teacher in post Systems established and implemented – outcomes for CEYP show improvements Attendance of all CEYP improves in comparison to 2021 %s 	<p>HOE</p> <p>HOE / VHT</p> <p>HOE / VHT / HTs</p>	<p>By Oct 2021</p> <p>By June 2022</p> <p>By June 2022</p>