



Education Services

Standards and Quality Report

April 2021 – April 2022



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Foreword

Welcome to our Standards and Quality Report for the period April 2021 – April 2022.

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.

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>

A full glossary of terms used can be found at the end of the document.

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 (10 with nursery classes) 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. We also have 2 ASN provisions to support pupils with language and communication, based at All Saints Primary and Notre Dame High School. During 2021/22 we have also been establishing a Virtual School for Care Experienced Young people that will be fully functioning from May 2022. We have a provision and outreach service for deaf pupils called Garvel, based across Moorfoot Primary and Clydeview Academy.

A number of other services also support pupils with Additional Support Needs (ASN). These include: Inverclyde Communication Outreach Service (ICOS), English as an Additional Language and Bilingualism Service (Based at Whinhill Primary) and the Visual Impairment and Habilitation Service (based at Craigmarloch).

In school session 2021/22 there were 5186 primary school pupils and 4416 secondary school pupils. There are also 203 pupils in Additional Support Needs (ASN) schools and 1172 children in Local Authority 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 2022. There are ongoing works to extend Gourrock Primary School, due for completion June 2022. 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 2021/22, 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.

During the year more detail regarding the refresh of the Scottish Attainment Challenge (SAC) was shared with Local Authorities. As a result a revised plan for the Challenge from April 2022 was developed and agreed by our Education Committee. This plan seeks to transition us from the original funding model in place since 2015 to a tapering down of funding over the next 4 years. More about the SAC can be found later in 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 2021/22 and focuses on the impact we have had.

How have we gathered the evidence for the Standard and Quality 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 2021/22 all internal and external scrutiny of schools has been postponed due to the pandemic. We have had two follow through visits of primary schools in the autumn term as well as three visits linked to national thematic inspections being carried out by Education Scotland.

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.

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 complementary tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 16% 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
- P1, P4 and P7 pupils achieving expected levels of literacy remained above the national average in 2020-21, while numeracy achievement was consistent with the national average.
- In 2020/21 Inverclyde was ranked 6th nationally for the % of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 9th nationally for the same cohort gaining 5+ awards at level 6.
- Ranked 12th local authority in Scotland for 16-19 years old participating in education, employment or training, in 2020/21. Increased from 14th in 2019/20.
- Ranked 20th local authority in Scotland for overall positive destination, 16th for higher education destination and 9th for further education destination, in 2020/21.
- Pupil attendance during 2020/21 has recovered to pre-pandemic levels of 2018/19 attendance. The same trend was evident within the SIMD 1-2 pupil cohort.
- GTCS Excellence in Professional Learning Award May 2022

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

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

A4 fully implement the peer review programme as part of the revised school improvement framework

Due to the pandemic we were unable to carry out authority reviews and HMLe have not engaged in full establishment inspections this session however 2 establishments fully engaged with HMLe over the past year and both had very positive return visits. One was focused on a nursery class and the other on one of our ASN provisions. Although grades were not shared, significant improvements were identified in both settings and parents informed that they will not be returning.

All establishments showed an increase in Senior Leadership Team participation in internal or external leadership opportunities this session. This has been possible through the introduction of a number of new programmes or the refresh of original programmes which have resulted in increased confidence in a broad range of aspects, evidenced through post programme evaluations.

We developed our Leadership Strategy to include Early Years' practitioners. This is a framework which details experiential and formal opportunities for practitioners. Although in the early stages of roll out, some practitioners have already registered their interest and we will continue to promote across the sector. 22 nursery deputies successfully completed our newly written bespoke programme, 'Building the Connections in Early Years' which includes approaches to self-evaluation, establishment improvement, analysing data and managing difficult conversations. We also designed a training programme for Senior Early Years Education Childcare Officers, 'Making the Connections', which includes an insight into the role of the deputy, leading and managing change, establishment improvement planning and their role in coaching and mentoring of staff. As a result of these, practitioners reported an increase in confidence in key areas of establishment improvement, having a deeper understanding of the aspects that feed into this.

All primary Deputy Head Teachers (DHTs) participated in 'Building the Connections' this year, targeted at the primary sector. This was very well received with evaluations detailing how worthwhile participants found it in building their confidence around school improvement, having time to network, develop practice and build their confidence in the role in preparation for headship should they wish to follow this path. Our secondary DHT equivalent of the programme is ready to be delivered early next session.

To meet the leadership needs of practitioners registered on our Leadership Pathways we invited members to specify their training requests this year and as a result planned our programme accordingly. This included sessions on applying for Principal Teacher (PT) posts, applying for DHT posts, leading and managing change and developing pupil voice / pupil participation. We also created opportunities for leaders to share practice on leading change with a specific focus on their leadership journey and impact of the change. As a result of these programmes, practitioners reported that they feel better prepared for contributing to school improvement and more confident in considering their next steps on their leadership journey.

We revised our 'Uplifting Leadership' programme to illustrate how the various leadership theories and styles link directly to education and impact on school improvement. The addition of a more practical element to the programme was positively received, having a more direct focus on day to day practice, whilst still using the experience of other businesses and communities to illustrate successful leadership. Participation included early years, primary and secondary sectors, working together to develop an understanding of leadership styles and identifying actions for individuals to move forward on their leadership journey. This has not only resulted in a deeper understanding of leadership styles, it has also developed stronger partnerships between the sectors.

One primary DHT successfully completed the 'Into Headship' programme, delivered by Stirling University. All primary participants who are currently on or have completed this programme in the past 3 years have taken on acting head roles or secured substantive Head Teacher (HT) posts within the authority. Three teachers were fully funded this year to complete credits towards their masters' qualification, funded by the Scottish Government. Two newly appointed head teachers are currently participating in the 'In Headship' programme, delivered by Education Scotland and we currently have 11 experienced head teachers engaging in 'Excellence in Headship'.

As a result of the commitment of our practitioners to professional learning over the past three years, Inverclyde's Professional Learning Community has been awarded the GTCS Excellence in Professional Learning Award. This achievement celebrates and recognises schools and learning communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and the learning of children and young people.

The number of establishments evaluating themselves at good or better for all Quality indicators has risen from 80% in session 2020/21 to 92% in 2021/22, an increase of 12%. The percentage increase for the Quality Indicator 1.3 Leadership of Change has been 8%.

Next steps

- **Continue to promote and develop the Leadership Pathways in Early Years**
- **Deliver 'Making the Connections' to secondary sector**
- **Deliver a practical training programme for aspiring secondary PTs**
- **Continue to provide a bespoke training offer across the Leadership Pathways to ensure that we are responding to the needs of the practitioners**

A2 Work within the Regional Improvement Collaborative (RIC) workstream Leadership and Succession Planning to share practice with a view to succession planning.

Through the Leadership and Succession Planning workstream, now named Leadership, Improvement and Empowerment, a number of practitioners developed their pedagogy and understanding of the many aspects of education.

Improving Our Classrooms Cohort 3, consisting of 15 primary teachers, successfully completed the programme last session and we have 12 teachers in cohort 4 this year, on the final stage of their journey. Alongside this, five mentors worked with Glasgow Caledonian University and were awarded The Qualification for Mentorship. Through both qualifications, participants gained masters' credits and feedback from the participants and their HTs showed an improvement in classroom practice. Two primary schools also completed the Improving Our Classrooms Whole School Model, upskilling all teachers on the features of highly effective practice through a series of webinars and professional discussions, contributing to increased attainment in both establishments.

We delivered Cohort 1 of a highly successful cross-authority 'Coaching for Success' programme in partnership with West Dunbartonshire Council. This not only developed coaching techniques to support staff in school but also increased partnership working within the Regional Improvement Collaborative (RIC). Participants' confidence in non-directive coaching at the beginning of the programme showed an average of 3 out of 10, rising to 7.6 out of 10 by the end of the 8 sessions. Such was the success of this that we are now delivering Cohort 2 and will continue to work in partnership next session. The success of our cross-authority working has been shared across Scotland as a model of good practice.

To support newly appointed heads of establishments, we shared HT induction programmes across the RIC to ensure greater consistency and provide additional opportunities. This has resulted in a refresh of our current programme which will continue to be reviewed in light of changing priorities to support future heads of establishments. Seven newly appointed heads of establishments took part this year, participating in a range of online sessions and have formed their own support network. As a result, HTs feel better equipped to lead and manage the day to day running of their schools.

Newly Qualified Teacher (NQT) programmes were shared across the RIC to support individual authorities, with a view to identifying common areas that could be delivered across the partnership. This year a robust training programme was delivered online to our 23 primary and 24 secondary NQTs, backed up with monthly face to face learning communities when it was safe to do so. NQTs and the probation manager felt the negative impact of the lack of face to face opportunities however hopefully next year will open up more opportunities to get together. To address this need, we have fully revised the model of delivery for next session.

The RIC workstream also offered Action Learning Sets to heads of establishments, 3 took up this offer to work in a supportive network across the 8 authorities. 2 DHTs participated in the RIC 'Thinking about Headship' programme and two of our head teachers contributed to delivery of this through presentations and facilitation. As a result, partnership working across authorities has increased.

Next steps

- **Extend the Improving Our Classrooms programme to secondary sector**
- **Continue to review and adapt the range of programme on offer to meet the development needs of practitioners**
- **Make links with the West Partnership to further develop Early Years Leadership**

- **A3 Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.**

The service has provided ongoing support for schools with both the development of their School Improvement Plans (SIPs) and Pupil Equity Fund (PEF) planning, the latter having a key focus as below at the start of the academic year, with a much clearer focus on outcomes and measures. The Service Improvement plan aimed to provide clear direction at a local level to schools, in line with the National priorities, as well as gathering local priorities from the service's evaluations as well as analysis of school improvement plans. There remains scope for schools to still address their own context and its priorities.

The service published the revised Scheme of Delegation (SOD) for devolved school budgeting which sought further ways to support schools to have more autonomy over their devolved budgets.

Revisions were also made to the Local Negotiating Committee for Teachers (LNCT) agreements in relation to secondary management structures to allow for further opportunities to develop management structures that better meet the local contexts of our schools.

Next steps

- **Support schools with the implementation of the SOD with the publication of finance manuals and related CLPL**

- **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 evaluating impact against clear outcomes and evidence**

During the last year a working group produced revised formats for SIPs and Standards and Quality Reports (SQR) in line with the Scottish Attainment Challenge (SAC) refresh framework and guidance, which will include the setting of stretch aims per establishment and at authority level. This has included the drafting of revised authority guidance on PEF with partners in East Renfrewshire Council, and will be published in June 2022.

A package of support and Career Long Professional Learning (CLPL) around the school improvement cycle has been prepared to run alongside the 2022/23 cycle. This will include building in opportunities for collaborative work within clusters and other schools.

Next steps

- **Agree stretch aims with all Primary and Secondary schools by June 22 and monitor progress throughout 2022/23**
- **Publish revised authority PEF guidance**
- **Deliver CLPL on the school improvement cycle throughout 2022/23**
- **Publish a clear school improvement framework document by March 2022/23**
- **Review Cluster working held over from 2021/22**

- **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.**
- **A6 Develop a consistent data set for use in Early Learning and Childcare.**
- **A7 Continue to support schools with focus on improving attendance inc implementation of new unauthorised absence protocol**

Inverclyde has continued to further develop the use of data to support professional dialogue regarding pupil progress. The continued development of the data dashboard has provided opportunities for all staff across all establishments in Inverclyde to engage in quality professional learning targeted at effective interrogation of the data to inform and improve the decision-making process, leading to improved outcomes for children and families. The link between quality CLPL and embedding informed practice continues to be the focus for building sustainable models of improvement.

We have created an approach which ensures that live data can be gathered easily and interrogated effectively to improve the decision making process within each establishment and across the school community. The evolution of the data pack and the creation of the dashboard has provided opportunities for Senior Managers and school staff to drill down into data to look more closely at what the data is telling us, more importantly it provides all staff with the opportunity to focus on the educational journey of individual pupils and ask the key questions surrounding their progress. Quality training delivered by the Education Scotland Attainment Advisor, SEEMiS Development Officer and the Data Analyst has ensured almost all staff across Inverclyde have more confidence in interrogating data and making informed decisions on interventions to improve outcomes.

The Data Dashboard has been further developed to incorporate Early Years and has provided the opportunity to view progression from Early Level through to 4th Level allowing for smoother transitions and transferring of key information. The dashboard includes a data pack section which will result in a sustainable model of data collection, interrogation and reporting for all establishments. The Dashboard will appear on the National Improvement Hub (NIH) as an example of good practice and interest has also been forthcoming from several Local Authorities regarding the developments. (Fife, Moray, Dundee, South Lanarkshire, Angus and East Ayrshire)

The ability to filter data quickly, especially Scottish Index of Multiple Deprivation (SIMD) data, allows for a greater emphasis on continuing to close the poverty related attainment gap.

Quality CLPL has been delivered to all Senior Managers to ensure a deep understanding of the importance of effectively using data to improve decision making leading to improved outcomes for children and families.

The dashboard is now available on the National Improvement Hub with a support pack for authorities.

The data pack used to support professional dialogue regarding pupil progress is now in-built ensuring the model is sustainable.

Feedback from Senior Managers indicates the importance of being able to access live data resulting in the identification of pupils needs more quickly allowing for more effective deployment of interventions.

Next Steps:

- **Next session further developments will include incorporating S1 – 3 in effectively tracking the Broad General Education.**
- **A data strategy will be created ensuring a consistent approach to data collection, interrogation, and links to improving progress.**

- **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.**
- **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**

We have a current Parental Engagement Strategy and are in the process of reviewing and refreshing.

The review of our strategy was to be supported by Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance, explaining the purpose of the legislation and the duties placed upon Education Authorities, schools and head teachers to involve and engage parents in their children's learning and the life and work of our schools. The statutory guidance is still to be adjusted, finalised and issued to education authorities. In addition, the launch of the refreshed Learning Together Strategy, which will set out a clear vision, goals and aims for parental engagement, learning at home and family learning has also been delayed. We continue to be supported by the present national documentation.

As part of our review of the strategy we have consulted with a wide range of stakeholders including parents, Parent Council Chairs, Early Learning Centres, Primary and Secondary schools including additional support needs, Education Officers, Barnardo's, Speech and Language, Libraries, Community Learning and Development and Education Psychology. They were encouraged to review the current key area headings in the local strategy and the specific actions that Inverclyde Council services, schools, Early Learning Centres, Parent Councils and parents take to bring about further improvement. The consultation asked stakeholders to consider what we have been successful in achieving and what do we still need to do, whether the present actions are still relevant and what we may need to consider for future actions.

Their comments and suggestions are shaping the Inverclyde strategy 2022-2025. Establishments and partners acknowledged the impact, both positive and negative, that the pandemic has had on progress over the past two years. Overall, feedback was that all aims and outcomes remain relevant and vital to the development of parental involvement and engagement in Inverclyde.

Inverclyde were fully involved in preparations for the National Parental Engagement and Involvement Census which was launched in Inverclyde in February 2022. We received more than a 200% increase in the number of responses compared to our last national census return in 2019. We used this data as part of a range of information to support the review of the Inverclyde Parental Engagement Strategy. As part of the national volunteer group, we met regularly to contribute to the creation of questionnaires which were duly signed off and all governance documentation was updated and put in place to allow Inverclyde to fully participate.

The national census data will be shared with individual schools to allow them to review and improve their impact regarding each of the three key aspects, that is, home-school partnerships, learning at home and parental representation, and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained.

Inverclyde Council continue to fully support parental representation.

Implementing feedback from our Parent Council Chair evaluations session 2020-2021, we have provided a total of six opportunities for representatives to come together in discussions around education developments, operational issues and other community issues across this session. Review of the Parental engagement strategy, Covid updates, Scottish Qualifications information, sharing of new strategies, health and wellbeing matters, guidance and policy, launch of the Parentsportal and an overview of play pedagogy were some of the topics discussed. We have also provided a platform for Chairs to ask questions and to share their successes and what is working well for them. Parent Councils continue to be supported by an updated support package of templates, exemplars and guides to help Parent Councils run smoothly and bespoke support continues to be offered to those Parent Council groups who request this.

We have not maintained Parent Council Representatives meeting attendance levels which were achieved during last session. An evaluation for this session 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 contributions for the coming session.

We continue to have parental representation on the National Parent Forum of Scotland and are in the process of electing a new parent representative onto the Inverclyde Council Education and Communities Committee following our scheme of arrangements. Our Parent Representative consults with and provides feedback to our Parent Council representatives.

Inverclyde council continues to provide financial support to enable parent councils to operate and provide parent councils with membership to Connect. Regular training events have been offered across this session to support parent councils and school staff to further develop parental engagement partnerships, covering a wide range of topics including money matters, use of social media, equality and equity toolkit and working with your parent council.

ParentsPortal has been launched this session. Parentsportal is a system developed by Improvement Services to link in with SEEMiS to provide information to parents using data held by school. This includes access to contact details, reports and attendance. This will benefit parents and families by providing better, quicker access to information.

All establishments have continued to consult with families throughout recovery. We continue to support the use of a wide and varied range of approaches such as Forms, Teams, WebEx, YouTube, social media, groupcall, emails, school apps, video and animation apps to communicate with families and we now have all school and Early Learning Centre websites updated. In using such a varied range of digital tools and platforms we are able to engage with families in ways which are easier, more accessible and less demanding of their time and resources. In addition to this, these tools allow us to engage in a broad range of synchronous and asynchronous family engagement exercises involving meetings, consultation, updates/reminders as well as more education focused activities.

Inverclyde's DigiHelp blog has provided a focal point for families looking for guidance and advice on how best to deal with the increase in digital demands being placed on them. It acted as a support tool for families setting up their new Inverclyde laptops, guiding them on how to get the most out of these devices. In addition to this it serves to educate families on internet safety as well as the ever growing range of online support available to learners and parents.

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 on school websites for parents to access, providing them with the most up to date school information.

Parental engagement training in the appointment of HTs and DHTs has continued this session ensuring that parents are fully involved in School Leadership Team (SLT) recruitment and selection processes.

Following positive consultation with our Secondary schools, Inverclyde is currently taking steps to provide schools with an Online Parents Evening solution. Even in a post-Covid environment, this is viewed as a positive step as it is expected to bring about improvements in the ease and frequency with which families can engage with schools. In addition to removing barriers associated with time and travel, it will also offer benefits related to privacy as well as how we can

engage with families with lower engagement levels. Some primary establishments have also indicated an interest.

This is currently making its way through the procurement process with the aim of having it running in schools for session 2022/23.

- **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**
- **A12 Recovery Associates appointed to develop processes to support recovery. They will also provide challenge and support in the delivery of processes**

Supporting 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 has been a key factor in the actions of the Scottish Attainment Challenge programme in Inverclyde. Progress continues to be made in implementing the planned activities in Literacy and Numeracy over the course of the session. Coaching & Modelling Officers (CMOs) continue to have a positive impact in supporting establishments implement evidence-based interventions resulting in embedded practice.

Effective deployment of the Outreach Team continues to demonstrate impact of the targeted support for SIMD 1 and 2 pupils in Literacy and Numeracy. Through effective tracking of improvements in pupil progress and reviewing this progress with class teachers and the Senior Management Teams at agreed times we have observed an increase in pupils returning to being on track to achieve their appropriate level.

The coaching and modelling approach used within Inverclyde has resulted in improved understanding of the evidence-based interventions by staff. This has resulted in improved quality of learning and teaching impacting positively on attainment.

The effective use of a digital approach to supporting schools and staff as they continue to focus on quality teaching and learning has resulted in recorded content CLPL sessions which staff across Inverclyde can access at a time that suits their context. Feedback from staff who have already accessed the recorded content has been very positive.

To further support and challenge establishments in the recovery process, the role of the Recovery Associate was established to enhance the professional learning of Senior Managers. The introduction of the Recovery Associate programme has had a positive impact in the support provided to establishment focusing on effective data interrogation, clarity of pupil identification and improved deployment of resources/interventions to support the recovery process. The peer support encourages participation and leads to robust professional dialogue in rigorous, evidence informed self-evaluation of practice. Collaboration through the Recovery Associates programme has taken place and anecdotal and emerging qualitative evidence indicates a positive impact on establishment systems and practices regarding recovery. Recovery Associates have effectively

supported schools in planning to ensure the effective deployment of resources and staff, and the implementation of evidence-based interventions to address the attainment gap of all pupils.

Feedback on the impact of the Recovery Associate programme has been very positive with it also being the focus of a recent positive Thematic Inspection by Her Majesty's Inspectors of Education (HMIE). Recovery Associates have fully engaged in professional dialogue with peer HTs around ensuring Recovery and targeting support for SIMD 1 and 2 pupils. Recovery Associates continue to provide support and challenge focussing on the deployment of resources and staff and the implementation of evidence-based interventions to track and monitor pupil progress.

Positive feedback has been received from HTs regarding the process of support and challenge from the Recovery Associates. This was evidenced via discussions with focus groups during the Thematic Inspection. Comparison data from November 2020 to November 2021 indicates that we have not fully recovered to pre-covid-19 levels, however we are making very good progress and will continue to employ the Recovery Associate programme in the coming session to ensure the impact is continued. The effective deployment of four Recovery Associates, who have focussed on supporting systemic changes in establishments leading to improved identification of pupils requiring recovery support. The implementation of quality interventions has led to improved attainment for almost all pupils and increased the pace of recovery from Covid-19 impact.

Next Steps:

- **To continue to enhance the role of the Recovery Associate with a clear focus on data interrogation linked to effective deployment of resources to address the recovery of attainment within each establishment**
- **To intensify support for targeted schools focusing on recovery and closing the poverty related attainment gap**
- **To provide opportunities for collaboration supporting the sharing of good practice**

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| <ul style="list-style-type: none">• A14 Provide professional learning for teachers to effectively use support staff• A15 Provide a professional learning programme for support staff in their new role to enhance/develop skills to support pupils• 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 |
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As the new role of Pupil Support Assistant (PSA) was developed a key role in this development was to ensure that Senior Managers and PSAs had a clear understanding of the role and what was expected in terms of impact on pupil attainment and achievement. A further development was to support Class Teachers in how they could effectively utilise this support to positively impact on pupil attainment and achievement. Due to the impact of Covid-19 the training for Class Teachers was postponed.

Inverclyde Council created the new PSA post for the beginning of session 2021/22. To ensure clarity of the remit, effective training was delivered on the August 2021 in-service day to Senior Managers and PSAs. The training provided clarity of the PSA role and remit, demonstrated examples of what this would look like in practice and offered a question and answer session.

The feedback from the session was very positive from both Senior Managers and PSAs indicating that it would remove the tier system within schools and provide excellent support for

the children in our establishments. The involvement of a PSA in the delivery of the training proved very beneficial as it demonstrated a joined up approach and a commitment to working together for improved outcomes for children.

Further CLPL for PSAs took place on the October 2021 in-service day online. During the whole day training a total of 220 connections were made with the online event. On the day of the training a request to complete the evaluation received 109 responses (53% of those connected), the link for the evaluation was subsequently e-mailed to attendees and a further 46 responses were received. In total we received 155 responses to the evaluation, a 75% return. The feedback on all CLPL options was very positive, particularly the training associated with Literacy/Numeracy and Health and Wellbeing.

There is now greater clarity around the PSA role, remit and expectations of impact on pupil support. This is resulting in greater consistency of support being evident across all establishments. Quality CLPL was delivered and available to support PSAs in their new role leading to improved interventions supporting pupils. Positive feedback was received from PSAs attending training on evidence-based interventions. Recorded content CLPL is available to ensure sustainable approach to school improvement.

Next Steps:

- **To support Class Teachers in the effective deployment of this valuable resource to maximise impact on pupil attainment**
 - **Continue to develop the PSA role in accessing and implementing evidence-based interventions to support pupil recovery**
 - **Support Class Teachers in the effective deployment of this valuable resource to maximise impact on pupil attainment.**
- **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**

Inverclyde participated fully across the session in both the National and the West Partnership Assessment Coordinators networks. Both networks have supported collegiate working to develop and further embed assessment and moderation.

The Inverclyde Moderation plan 2021-22 was shared in June 2021 to provide all establishments with a timeline of assessment and moderation activity across the session and to provide access to resources, materials and training on offer national, through West Partnership and at a local level to support engagement. This allowed establishments to build activity into working time agreements and collegiate time across the year. HTs were kept up to date across the session with regular updates at HTs meetings and through educational briefings. Quality Assurance and Moderation Support Officers (QAMSO) have also continued to meet regularly in order to spread knowledge and support across the authority.

We continue to have a bank of recorded sessions to support professional learning around assessment and moderation. QAMSOs engaged with the assessment support offer from Education Scotland, sharing and attending sessions on formative assessment and high quality assessment. QAMSOs have created a session for Inverclyde practitioners which will support the development and implementation of high quality assessments and will work to improve confidence in the validity and reliability of teacher professional judgement. This training will be evaluated and updated in the summer term.

We have further strengthened our Inverclyde QAMSO team. QAMSOs were offered the opportunity to engage with Education Scotland to explore the role of a QAMSO further, to develop a better understanding of the current national picture relating to assessment and to visit key messages related to learning, teaching and assessment. A number of our team participated and we are now working to create a Train the Trainer approach using our refreshed learning, for delivery next session. The participants reported an increased confidence in moderating evidence of progress towards a level, creating a High Quality Assessment, using digital approaches to support moderation and being able to support and facilitate learning, teaching and assessment approaches/activities. Participants also felt they had an improved understanding of achievement of a level and the learning, teaching and assessment (moderation) cycle. With this group experienced in moderating online, we reviewed and updated our guidance to support online moderation. Establishments made use of this to successfully moderate online.

A cluster storyboard was written and shared to provide clusters within the authority with one way they may choose engage successfully with cluster moderation. A recorded presentation was also produced to guide establishments through the Learning, Teaching and Assessment (Moderation) cycle and to engage in the moderation of planning and learner evidence. An overview of the authority moderation guidance was presented as part of our HT induction programme and a session to support those leading establishment and cluster moderation was delivered in December. Establishments and clusters have now engaged in moderation activities which will feed into the authority events planned for May 2022. These events will be evaluated and will inform our plan for next year.

For the fourth year, moderation of standards events for writing and numeracy early level through to fourth level took place with the West Partnership. This year three primary schools, one secondary and four early learning establishments engaged in online events. Practitioners across the partnership also have access to time-efficient and accessible professional learning videos with reflective questions and activities for every stage of the Learning, Teaching and Assessment Cycle. This suite of professional learning can be utilised by individuals, as well as collegiately within schools and clusters to support and develop practitioners' knowledge and capacity. Almost all participants rated the event highly and shared that they found the event useful for future planning. The majority of participants felt their confidence in moderation within the BGE and increased as a direct result of the event.

Scottish National Standardised Assessments (SNSA) guidance was issued in June 2021. We have continued to support delivery of a robust training and professional development plan to ensure good practice when implementing SNSA and when analysing and making use of the data they provide. Support is available in a variety of formats including recorded presentations, live webinars and online resources. There are now seven training and professional development courses available for SNSA with sessions one and two branching into specific sectors (Primary 1 and S3). This training offer runs twice across the year to accommodate use of assessments at any time in the academic year. The launch of phase two of Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) will be later on this year and we are supporting work to ensure a trouble free implementation.

Achievement of Curriculum for Excellence Level (ACEL) guidance has been shared with primary and secondary schools to provide support with SEEMiS Progress and Achievement input, to outline a clear timeline of activity and to provide resources and materials to support assessment. A similar guide was shared last session resulting in the delivery of timely, quality assured data for submission to Scottish Government.

The attainment challenge has supported the development of data dashboards that support schools to understand their attainment and poverty-related attainment gap. Most primary school HTs and some DHTs have attended training courses or have been provided with one to one support on the use of the dashboard with all reporting an increased confidence from the support. Recovery associates have also used dashboards with schools to support analysis of their data for recovery purposes. Training for teachers on how they can use the dashboard to analyse their class data was provided with 33 teachers from 11 primary schools attending. Evaluations showed an increase in confidence of most attendees, with others acknowledging they were already confident. A data pack has also been incorporated into the dashboard that schools can produce independently, this will lead to a faster production of data packs that influence and support school improvement planning.

An early year's dashboard and data pack has been developed with most Early Years establishments having attended introductory training. The training and dashboard itself was well received. This has led to early years establishments identifying the steps they need to establish the use dashboard successfully.

The secondary dashboard for tracking the Broad General Education (BGE) continues to be reviewed to ensure that it is meeting the needs of schools. Training was low with only 16 staff from three schools. This will be continued to be developed over the next session and more widely promoted.

Next steps:

- **Continue with the development and training of Broad General Education data in secondary.**
- **Support Early Years establishments to incorporate the steps needed to use the dashboard within their improvement plans.**
- **Create a data strategy to refine the use of data and increase digital literacy skills of practitioners and Senior Management Teams in schools.**

A17 Continue to develop the digital strategy for education including a focus on its leadership and the role of digital champions

The Digital Strategy has been approved by the Education Committee, thereby providing clarity of direction-of-travel for the Local Authority.

An Authority wide audit was carried out and has identified pupils/families affected by digital inequity. As a result of this audit, 1,140 devices have been issued to Secondary pupils along with connectivity where required.

Working together with Community Learning and Development (CLD) and the third sector, a total of 200 laptops were provided to targeted pupils and families. Funded by Attainment Challenge, a further 210 laptops were issued to Primary pupils for use at home with another 440 devices being distributed for use in Inverclyde establishments, by the start of the 2022/23 session.

Collectively, these devices provided pupils who had no/limited access to technology with the equipment required to engage with online/blended learning.

Work was undertaken to improve Wi-Fi and connectivity in all schools in order to support quality teaching and learning. This has resulted in direct links with Family Learning and will also provide better access to connectivity for pupils and families after the school day.

Working in partnership with ClickView, all pupils and teachers were given access to online, on-demand video resources to support remote/hybrid learning approaches. Inverclyde also heavily supported the West Partnership in the development of the West Online School (WestOS). This resulted in improved offer to children and families during lockdown and isolation periods

Inverclyde is currently piloting a Remote Classroom system which has allowed pupils from two separate schools to remotely join a Higher course at a third school. This has resulted in the removal of barriers for consortium pupils and has offered additional benefit in how it was used to engage with pupils unable to attend school.

All Primary, Secondary and Additional Support Needs (ASN) establishments are now engaged in the Digital Schools Award process, with two schools already having been awarded and invited to become Mentor Digital Schools. Good practice relating to the Digital School Award process is shared centrally with other establishments and individual consultation is centrally available to all schools.

Coaching sessions for a Principal Teacher in a primary school were delivered on the creation of a blog intended to engage parents and raise awareness of the literacy activities taking place in the school. The sessions were well received, and the blog has been successfully established.

Inverclyde has now completed the latest phase of a Promethean board renewal programme. This has seen all establishments equipped with LCD ActivPanels. This upgraded technology provides an expanded selection of tools for use with pupils and is less prone to problems resulting in down-time.

A comprehensive Coaching and Modelling Officer (CMO) digital newsletter was created and shared with head teachers across the authority. This contained a summary of activities carried out by all CMOs to date, as well as dates of upcoming training sessions alongside CMO contact details. This aimed to raise the profiles of the CMOs across the authority in order to increase engagement. This led to staff accessing quality CLPL to support and improve their practice.

Inverclyde has a well-established team of Digital Champions, representing all establishments. They meet periodically to demonstrate and share good digital practice as well as engaging with third-party input.

Digital Champions in establishments were presented with up-to-date information regarding General Data Protection Regulations (GDPR) from a member of the Information Governance Team at Inverclyde Council. Staff should now be more familiar with the required process when introducing new applications or software in a school setting.

Impact:

- The 1990 laptops issued to learners and families have helped to address digital inequity and allowed them access to appropriate supports they require to engage effectively with learning and teaching activities.
- Connectivity improvements have allowed pupils and practitioners to have more reliable access to online communication, tools and resources.

- The Digital School Award process provides schools with a framework around which they can structure their digital development activities. By engaging with this process, digital development is becoming more accessible and consistent.
- Digital Coaching and Modelling sessions produce staff who are better equipped to deal with increasing digital demands in the learning environment and have contributed to wider efforts to promote a shift towards a more digital-focused culture in schools.
- Engagement with ClickView and WestOS has allowed pupils and staff to work in a more flexible and dynamic way, in keeping with their individual needs during the pandemic.
- By using the remote classroom system to remotely access classes, pupils are effectively engaging with teaching and learning without the need for travel or interruptions to learning commonly associated with consortia arrangements.
- New Promethean technology enables staff to deliver more engaging lessons, as well as allowing pupils to more actively participate in learning.
- Digital Champions cascade good practice in their own schools which in turn allows for the more consistent adoption of digital developments across the authority.

Next Steps

- **To use digital tools (website, Microsoft Forms, Teams) to further enhance awareness of and access to pedagogical approaches covered by the CMO team.**
- **To prepare for and engage with central Government's commitment to a 1:1 device programme for pupils.**
- **Carry out improvements to the school Bring Your Own Device (BYOD) network to allow better access for pupils and staff using their own devices.**
- **Refresh of staff devices along with associated training.**

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| <ul style="list-style-type: none"> • 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 |
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Effective coaching sessions covering digital accessibility tools were provided for NQTs. Feedback from the NQTs was positive, stating they felt more confident in being able to provide support for their pupils using digital technology.

A further eleven quality CLPL sessions were delivered to Staff across Inverclyde. This resulted in improved confidence in using IT to support learning and teaching as indicated in the case sample below.

Feedback from online training sessions have noted that it's difficult to follow demonstrations as the techniques being demonstrated can't be practiced at the same time due to viewing the meeting. The lack of "hands-on" support which would be available during in-person training was noted as a negative aspect of online training.

The Digital CMO recorded live digital CLPL sessions to provide on-demand, alternative CLPL sessions. These are made available online via the Inverclyde Digi staff-support site. This flexible delivery model allows for wider access by professionals. This includes training for:

- Digital Accessibility tools
- Teams Training
- Flipgrid
- Wakelet
- Class notebook
- Forms
- Blogs

Further to the ongoing ActivPanel training delivered by Promethean, eight Inverclyde practitioners from Primary and Secondary are engaging with a Promethean led train-the-trainer course. On track for completion in May 2022, this provides the authority with a sustainable means of continuing the development of teacher skills in the use of the Promethean ActivPanel technology available in all classrooms.

Impact:

- The Inverclyde Digi site, recorded CLPL sessions and newly trained trainers have provided Inverclyde with ongoing, sustainable capacity for CLPL.
- NQTs are better equipped to make effective use of digital resources in class

Next Steps

- **Where appropriate, move towards more in-person training.**
- **Continue to develop the Inverclyde Digi site in order to provide a central, up-to-date resource for the digital development of staff.**
- **Effective deployment of Inverclyde's new, in-house Promethean trainers.**
- **Prepare for the Digital CMO's return to substantive post by engaging with key digital practitioners across Inverclyde to deliver appropriate training.**

- **A19 Develop the leadership of play pedagogy (PP) across all establishments delivering the early level**
- **A20 Improve learners' experiences across the early level by implementing the Inverclyde Play Pedagogy project across all establishments delivering the early level**

A range of bespoke training for all Heads has been provided. Training has included an overview of all practitioner training sessions, leadership and self-evaluation. Resources, professional articles, recordings associated with training are available on Teams. Individual support packages have been provided by the Project Lead, Play Coaching and Modelling Officers and Play Associates.

75% of Head teachers completed a recent survey on the implementation of play pedagogy. This identified an increase in confidence and knowledge in leading play pedagogy. In August 2021 4.73 was the average score (out of 10) for confidence in supporting staff to deliver play-based learning in P1. In April 2022 this score increased to 7.67.

Although formal reviews have not taken place yet, largely due to ongoing restrictions, discussion at attainment meetings has suggested improvements in the delivery of play pedagogy. Observations of practice has provided evidence of this. It is anticipated that Standards and Quality reporting this year will provide further evidence of this. More focussed reviews of the impact of play pedagogy will be built into future school / peer reviews.

Anecdotal information suggests that pupil engagement and health and wellbeing have improved. The measures agreed for this action are school attainment, referrals to the Additional Support Needs Monitoring Forum (ASNMF) and nurture classes. This information is not yet available. Despite this it is clear that this change in practice has better met pupils needs at a time when the current P1 pupils have had a disrupted early years' experience due to the pandemic.

A range of bespoke training for practitioners has been provided. Almost all schools have been represented at all training sessions. This has included training sessions by an external provider

which were evaluated as somewhat or very helpful by 95% of participants; training by Education Scotland which was evaluated as somewhat or very helpful by 73% of participants. Other supports that have been identified as supporting an increase in confidence and knowledge are support from Coaching and Modelling Officers; development and availability of professional learning resources such as Thinglinks and Padlet; practitioner network meetings and additional resources.

Responses to a recent survey on the implementation of play pedagogy were received from 28 teachers representing 85% of schools. This identified an increase in confidence and knowledge in delivering play pedagogy. In August 2021 4.11 was the average score (out of 10) for confidence in delivering play-based learning in P1. In April 2022 this score increased to 7.36.

Next Steps:

- **Continue to evolve the project to embed the practice in all P1 classes and support the transition of current P1 pupils into P2 by offering training for all P2 practitioners**
- **Ensure that there is analysis of P1 2021/22 outcomes to be clearer on impact of the project**
- **Link the work of the project to an overall review of the literacy strategy for the authority thus ensuring a coherent and consistent approach to the teaching of core literacy skills across the early level**
- **Continue to ensure that practice and pedagogy across all early years establishments is consistent and progressive**

B: Closing the attainment gap between the most and least disadvantaged

B1 In line with emerging government guidance, begin to devise a strategy and plan for Scottish Attainment Challenge (SAC) 2 from April 2022 onwards

To ensure the continued success of the Attainment Challenge Scotland Programme in Inverclyde we continually reflect on what works for our pupils, families and communities. Equity and sustainability are key and ensuring interventions continue with reduced capacity over the next four years is paramount in our strategic planning for SAC Refresh. A four year strategic plan has been created and approved by Inverclyde Council Education and Communities committee in March 2022.

Effective planning for the transition to SAC Refresh is well underway. A consultation process has been completed with Heads of Establishments and partners resulting in clarity of what continues to make the difference in addressing the poverty related attainment gap. Engagement with Scottish Government officials, Education Scotland officers and the SAC Network team continues to support Inverclyde in the creation of a four year plan with national and locally agreed stretch aims focusing on using education to improve outcomes for children and young people impacted by poverty.

Impact:

- We engaged positively with Scottish Government and Education Scotland Representatives for guidance and support in transitioning from SAC 1 to SAC Refresh
- We provided information events for all stakeholders
- We supported Partners to complete their “Exit Strategies”
- We worked with Attainment Challenge Schools and Partners engaging in a SWOT Analysis of the Scottish Attainment Challenge programme in Inverclyde
- We consulted with Stakeholders re future plans
- We engaged with colleagues in Human Resources, Procurement and Finance to identify and overcome potential barriers
- We reported to the Governance Group set up to ensure accountability and transparency of the decision making process
- We continued to close the poverty related attainment gap in Literacy and Numeracy
- We continue to work towards a sustainable model of targeting children in low income families and providing positive outcomes
- We continued to improve quality in learning, teaching and assessment
- We increased capacity in all establishments and for all staff in the delivery of evidence-based interventions through quality CLPL
- We continued to support improvements in mental Health and Wellbeing of pupils, families and staff
- We effectively engaged with partners to support outcomes for families in our communities
- We continued to address Digital inequity across the Local Authority

Next Steps:

- **Implement Year 1 of the SAC Refresh**
- **Further develop Years 2 – 4 of the strategic plan in line with the “*Framework for Recovery and Accelerating Progress*”**
- **Focus on locally agreed stretch aims which are ambitious yet achievable**
- **Identify clear outcomes and measures and associated teams to deliver support to achieve agreed targets**
- **Create a short-term working group to review SAC planning to address stretch aims**
- **Create a Data Strategy to support all staff in effectively using the datasets we collect**
- **Continue to collect and interrogate robust data to inform decision making**
- **Continue to focus on closing the poverty related attainment gap and also on creating opportunities for celebrating wider achievements**

**B2 Continue to provide support and challenge in relation to Pupil Equity Fund (PEF)
Budget setting, monitoring and identification of impact**

Pupil Equity Fund (PEF) continues to be the key driver for enabling establishments to continue to close the poverty related attainment gap. The Head of Education continues to focus on the impact of PEF plans at establishment level and monitors the spend for impact of interventions and to ensure plans remain on track. Each establishment has an agreed plan which has identified outcomes and measures focused on closing the poverty related attainment gap. Establishments use a range of robust datasets to evidence their gap and allow them to identify the key actions required to support pupils and families impacted by poverty. National and local guidance continues to be used in supporting establishments in their decision making process. Alongside this guidance the Education Scotland Attainment Adviser provided 1:1 support for establishments in creating and articulating their plan. Quality CLPL was also delivered to Education Officers to ensure they were supported in data interrogation at school-based level. Education Officers were then able to engage in quality professional dialogue with schools around the PEF plan and intervention models focusing on closing the poverty related attainment gap. Education Officers effectively challenged and supported schools leading to improved PEF planning. PEF plans are incorporated within almost all School Improvement Plans and all plans are displayed on establishment websites. The effective use of the School Business Officers in the provision of monthly updates regarding PEF spend ensuring procurement procedures are followed has resulted in a greater focus on the impact of any spends associated with PEF. PEF plans are discussed and agreed with Parent Councils (PC) and Pupil Voice Groups (Pupil Councils) through relevant consultation processes. Progress of the plans continues to be discussed at PC Meetings throughout the session

Impact:

- Head of Education provided clear guidance and support for all establishments.
- National Guidance is used to support PEF advice for schools' advice.
- Attainment Advisor delivered support to schools via quality CLPL sessions and 1:1 sessions focusing on clear rationales, outcomes and measures to evidence impact.
- Attainment Advisor advised on equity-based interventions that could close the poverty related attainment gap.

- CLPL was also delivered to Local Authority Education Officers ensuring they were effectively supported in data interrogation at school-based level
- PEF Plans feature in the Local Authority Plans Section B1
- PEF reporting feeds directly into the LA SQR to various committees
- Attainment Advisor supports schools throughout the session focusing on the impact of their plans.
- Attainment Advisor effectively reviews most submitted plans linking schools together with similar interventions and contexts, where possible. This is shared with SAC CMOs to ensure a targeted approach to closing the poverty related attainment gap.
- PEF spend is being monitored effectively by the School Business Officers ensuring that the spend plan is on track. This is a standing item on the monthly Business Meetings.
- With the change to School Business Officers being directly involved in the management of PEF this has led to greater governance of the plan ensuring any potential underspends are addressed at an early stage. Any potential underspend over £1,000 requires approval from the Head of Education.
- A greater emphasis on monitoring PEF at establishment levels has led to a more robust approach to ensuring plans remain on target to be successful. Education Officers and Head of Education ensure that PEF is included in the Quality Visit dialogues with establishments. Updates are required to support PEF progress.
- A recent review by the Head of Education in relation to PEF underspend across all establishments led to schools being more effectively supported to address the underspend and the processes involved in PEF planning.
- St Joseph's Primary have been highlighted in a recent Education publication sharing good practice in the effective planning and implementation of PEF.

Next Steps:

- **To streamline the SIP and PEF plans focusing more on outcomes and appropriate measures.**
- **To use Recovery Associates with a focus on data interrogation, identification of appropriate interventions and improvements in the capacity for establishments' processes will lead to regular dialogue on PEF and the impact that it is having.**

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.

Supporting practice through the delivery of quality CLPL to ensure quality first learning and teaching positively impacts attainment allowing for the continued closing of the poverty related attainment gap. Outreach teachers supported targeted pupils in twelve Attainment Challenge schools through implementing evidence-based interventions. All schools continue to report improvements for pupils and they highly value the support provided by the Outreach staff.

Sustainability is key and ensuring interventions continue. Quality CLPL is now delivered via face-to-face or using recorded content to ensure that all staff can access quality training at a time and place that suits the context of their establishment. The deployment of previous CMOs in other establishments has ensured their experience, expertise and knowledge can be shared with colleagues.

Impact:

- CMOs have provided 286 coaching and modelling sessions and 45 CLPL sessions in Term 1 and 388 Coaching & Modelling Sessions and 218 CLPL Sessions in Term 2 – this has resulted in improved understanding and use of effective pedagogy targeted at closing the poverty related attainment gap as evidenced by 97 follow up visits to staff and valuable feedback from questionnaires.
- Quality CLPL has been delivered both “virtually” and face-to-face by the CMO Team in both Literacy and Numeracy to all 12 challenge establishments.
- Increased engagement in professional learning focussing on interventions that continue to reduce the poverty related attainment gap continues to be offered to all Inverclyde schools. A focus on a sustainable approach ensures that staff can access quality CLPL at a time that meets their needs.
- Training records that we have collated demonstrate that 456 staff have accessed 33 CLPL sessions from August 2021 – February 2022. The feedback from attendees have been very positive indicating that the training has impacted their practice.
- The effective use of a digital approach to supporting schools and staff as they continue to focus on quality teaching and learning has resulted in recorded content CLPL sessions which staff across Inverclyde can access at a time that suits their context. Feedback from staff who have already accessed the recorded content has been very positive.

Next Steps:

- **Support for the effective deployment and use of PSAs will be delivered to Class Teachers ensuring the role of the PSA continues to have the maximum impact in improving outcomes for pupils.**
- **Intensified support will be provided to targeted schools increasing their capacity to improve attainment.**
- **Further utilise the Coaching and Modelling approach to support practitioners in implementing evidence-based interventions leading improved attainment.**
- **Support establishments on the recovery process.**

B5 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.**

We have supported the use of the West Partnership 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. Two schools have trialled the framework this session and a support session around self-evaluation will be delivered in the summer term. Working closely with parents and partners, both schools have created and implemented a Family Engagement action plan. The framework supported the schools to narrow down what they could realistically achieve.

A range of training has been offered and signposted to support staff further embed family learning and parental engagement and involvement. Education Scotland Engaging families in Maths, supporting parental representation as part of the HT induction programme, Parental Engagement and family learning for NQTs, parental engagement session as part of the Improving our classrooms programme and West Partnership parental engagement training with a focus on ASN have all been available for staff to engage in.

All establishments were offered the opportunity to engage in training to develop family learning. Eight establishments have completed with a further four engaging this session. The training focused on what was essential to support and inspire family engagement practice and thinking. They looked at the research behind the imperative for engagement with families, and the legislation/policy which requires it. Endorsed by Education Scotland, this module lays the parental engagement foundations for building confidence and knowledge. Staff left better able to plan with confidence, with an improved understanding of engagement and with drive to work with the whole community in order to have desired impact.

Work was undertaken in Primary and Secondary establishments to identify pupils who did not have access to a laptop for home learning and/or lockdown engagement. SIMD data was used to ensure that all pupils in need were provided with a device. Data connections were also provided where necessary, in order to ensure that pupils could use the devices effectively.

Further to this, additional laptops were made available for use in schools in order to facilitate enhanced access to IT during lessons as well as for after school activities.

By providing broad access to devices and data we have ensured that learners are able to collaborate with peers and communicate with practitioners regarding their study, make best use of ever developing local/national online resources and continue their studies at a time and place that best suits their individual needs.

A focus on increasing the engagement of parents, carers and families living in areas of deprivation with their child's and their own learning has been a major challenge due to the impact of Covid-19 restrictions. Plans have required to be adapted and some abandoned. This is an area where further development and targeted intervention will be required to make the desired impact over the next four years of the Scottish Attainment Challenge Refresh programme. With the easing of restrictions we look forward to positively impacting on the engagement of families in their own learning

In order to equip parents with the skills to support their child's learning, parental workshops and online presentations have taken place for all attainment schools. An initial drop-in question and answer session took place in December 2021. Further workshops have been requested by specific schools and these were delivered in March and April 2022. Recorded training content is available on Inverclyde DigiHelp and this is shared through social media. All schools have been offered targeted parental workshops to share teaching methodologies and resources with parents.

Staff observations and discussions with parents showed that the benefits of participating in family learning opportunities included, spending focused time to support their children's learning, participating in free and fun activities together as a family unit and increasing both parent and child mental health and wellbeing as the focus was on enjoyment, fun and learning. All parents who accessed the family learning activities reported an increase in the importance of supporting their children's learning, and 95% reported increased levels of confidence in their own ability to provide support for their children to learn at home.

While supporting parents to increase their confidence in working with their children is key, a crucial aspect of family learning is also to support parents in accessing further learning/support for themselves.

20.7% of parents (from completed programmes) have progressed onto the following further learning/support opportunities:

- 11.7% - West College Scotland, Community based courses
- 11.7% - Carers Centre
- 35.2% - Progression to different Attainment Challenge programmes
- 23.5% - Progression to wider CLD provision
- 11.7% - Adult Literacies provision

Feedback from parents has highlighted that the ongoing contact and support to parents, via weekly phone calls has supported them to sustain attendance in the learning opportunities and move onto further learning opportunities, that have been offered.

Impact:

- Service provision has been adapted to ensure continued support for children and families
- Engagement with families has been impacted as a result of covid restrictions
- Establishments continue to work collaboratively with partners to provide opportunities for families to engage in family learning activities
- 83 families from attainment schools participated in a number of learning programmes from the period 1 September 2021 to 21 February 2022
- Key workers from Community, Learning Development (CLD) have continued to engage with families

Next Steps:

- **To review the offer of Family Learning available for children and families**
- **SAC and CLD to engage with North Ayrshire Family Learning programme to improve the service offer within Inverclyde**

B6 Further develop family support to mitigate impact of poverty on families so that children and young people come to school ready to learn

Flexibility in delivery has been a key aspect to achieving targeted outcomes despite the ongoing fluctuating restrictions both generally and in schools during this period. The Family Support Worker service base and outreach support within the family home has been utilised to ensure that family support is accessible for higher numbers of parents and children. This flexibility has enabled the Family Support Worker service to support more families as referrals continue to rise.

The level of requests for assistance for early help and support for families indicates that education staff are identifying children in need of support to prevent crisis.

Having a financial inclusion worker as part of the Family Support Worker service has ensured that families with complex financial issues are supported using a financial assessment and action plan. This ensures that parental stress is addressed which enables parents to focus on further interventions that promote family wellbeing and positive child development.

The Barnardo's Winter Support Fund awarded from Scottish Government was utilised to address the impact of family poverty as follows:

192 families have accessed this fund, with a total £8,584 being allocated to families between October 2021 and January 2022. The fund has been utilised to provide the following although the list is not exhaustive:

- Purchase of food,
- Escalating electricity and gas cost,
- Clothing costs,
- Essential household items such as white goods beds, flooring etc.
- Essential travel costs
- Family days out to improve family well being
- Data and phone credit

Over the Christmas period when financial issues often cause high levels of family stress, almost all of the families supported by a Barnardo's bespoke plan and wider families in the school and the community have benefited from, gifts, vouchers and accessed Christmas activities. These were provided by donations to the service and referrals to wider agencies including:

- Tesco
- Salvation army
- Food bank
- Local churches
- High schools
- Local salons
- River Clyde Homes
- Private donations

This indicates how well the service is connected and known to wider community networks that address issues of poverty for families.

Impact:

- 226 children and young people have participated in a range of 1:1 or drop-in interventions that have addressed loss & change, increased emotional literacy, improved self-belief, and improved and increased their understanding of positive relationships.
- 48 Children and young people have participated in outdoor therapeutic interventions to improve both their physical and mental wellbeing. (This has assisted children and young people to counter the stresses they face in their lives and the legacy of traumatic experiences including the covid-19 pandemic).
- 12 children and young people have participated in a Let's Introduce Anxiety Management (LIAM) programme to address low level anxiety.
- 142 parents have participated in attachment-based parenting interventions helping them to understand how everyday care and help promotes positive mental health and wellbeing for their child. These interventions have been offered within the family home and at the service base.
- 21 parents have accessed parent drop-in sessions in establishments that offer parents advice, guidance, and brief interventions (this intervention is also available on a universal level in school).
- 11 parents have participated in a season for growth programme that enables them to address their own loss and change as well as considering the responses and interaction that children and young people need to manage loss and change.

- 36 parents are accessing a financial assessment and action plan to help to reduce the impact of poverty.
- 26 parents have accessed brief intervention to address issues of poverty such as, rent arrears, food poverty, fuel poverty and poor household conditions.
- 20 parents have access housing support to address inadequate accommodation.
- 38 parents are engaging in outreach support within the family home to establish routines that provide consistency and predictability for children.

Next Steps:

- **To continue to work with the family Support Worker service in meeting the needs of targeted children and families.**
- **To increase opportunities for face/face support for children and families as restrictions ease**
- **To access additional funding to upscale the service provision across other Directorates within Inverclyde Council**

Evaluation of attainment in Inverclyde

Curriculum for excellence reported levels

The annual Achievement of Curriculum for Excellence Levels (ACEL) return collects data from all publicly funded schools and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary 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 level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2021. Due to the Covid-19 pandemic the S3 return was not collected in 2020 or 2021. Overall Inverclyde lies close the national average in June 2021, however there was some variation in performance with primary 1 comparing more favourably with the national average than primary 7.

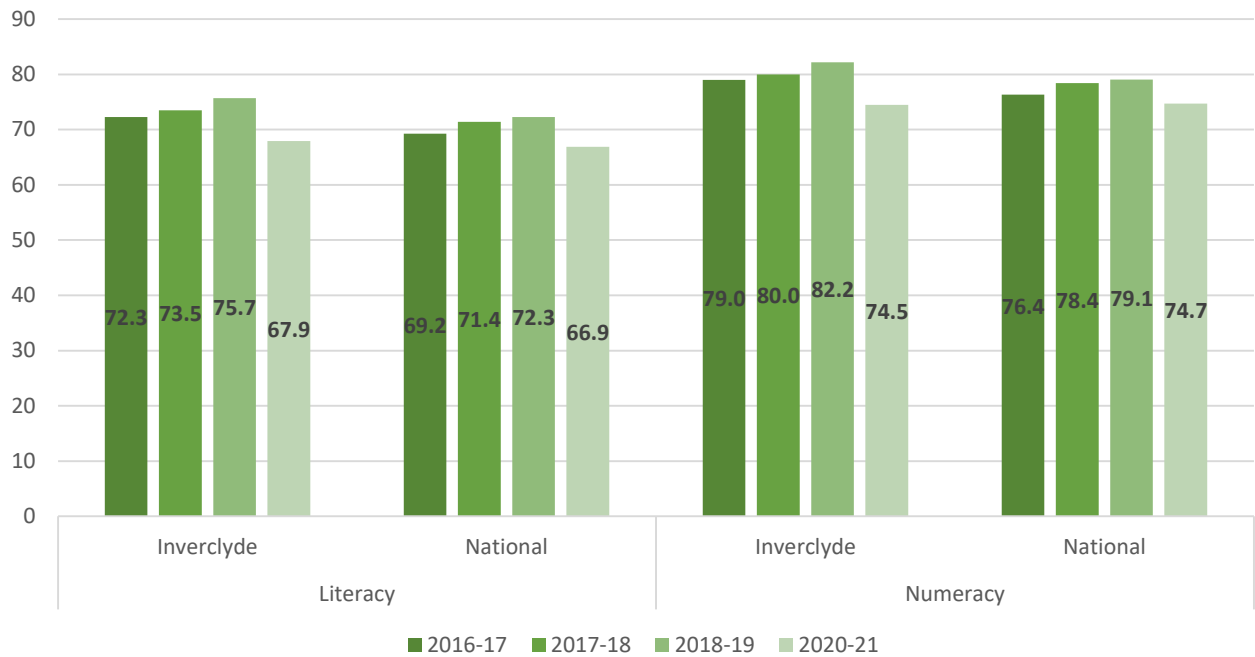
Attainment across the BGE (June 2021)

	P1		P4		P7		P1,4,7 combined	
Inverclyde	<i>Inv</i>	<i>Nat</i>	<i>Inv</i>	<i>Nat</i>	<i>Inv</i>	<i>Nat</i>	<i>Inv</i>	<i>Nat</i>
Reading	83.6	76.6	73.7	73.3	72.6	75.7	76.3	75.2
Writing	80.0	74.0	64.4	66.7	65.5	69.0	69.5	69.8
Listening & talking	88.6	84.0	82.7	82.0	78.7	82.3	83.1	82.7
Literacy	78.5	70.8	62.4	63.8	64.4	66.4	67.9	66.9
Numeracy	85.3	81.1	71.5	71.6	68.4	71.9	74.5	74.7

Source: [Scottish Government, 2022 \(Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2020-21 - gov.scot \(www.gov.scot\)\)](#)

The charts below show that Inverclyde has followed the national trend of three year improvement before the disruption to learning related to the pandemic in 2019/20. June 2021 figures show the impact of this disruption on primary attainment at both authority and national level.

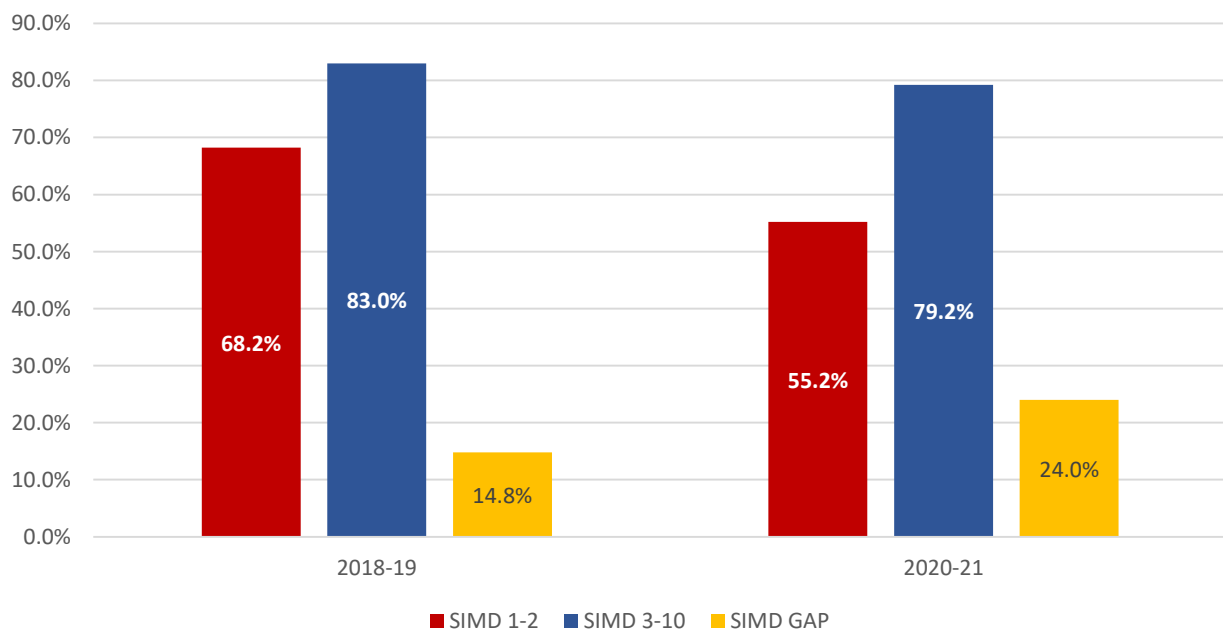
% of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined



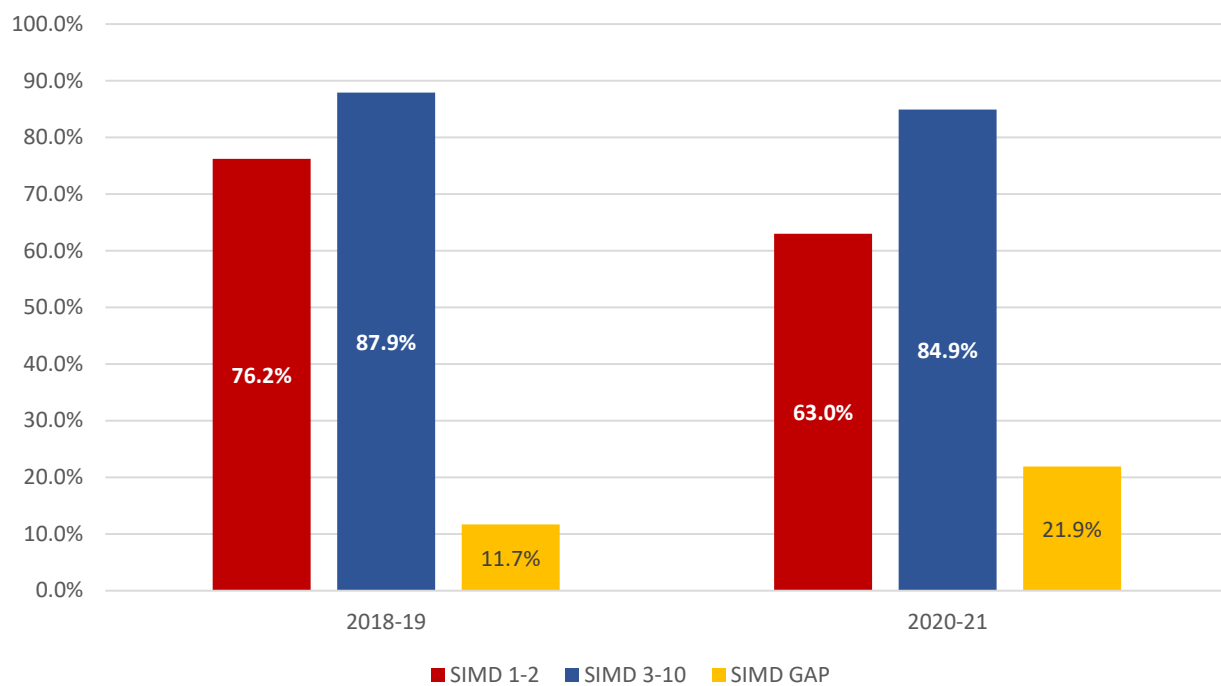
Source: Scottish Government, 2022 ([Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2020-21 - gov.scot \(www.gov.scot\)](#))

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 chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy and numeracy for pupils in SIMD 1-2 compared to SIMD 3-10. The pandemic-related disruption to learning has increased the attainment gap by 9.2% in literacy and 10.2% in numeracy between 2018/19 and 2020/21.

% achieving literacy P1,4,7 by SIMD Band change 18-29 to 20-21 (P1,4,7 combined)



% achieving numeracy P1,4,7 by SIMD Band change 18-29 to 20-21 (P1,4,7 combined)



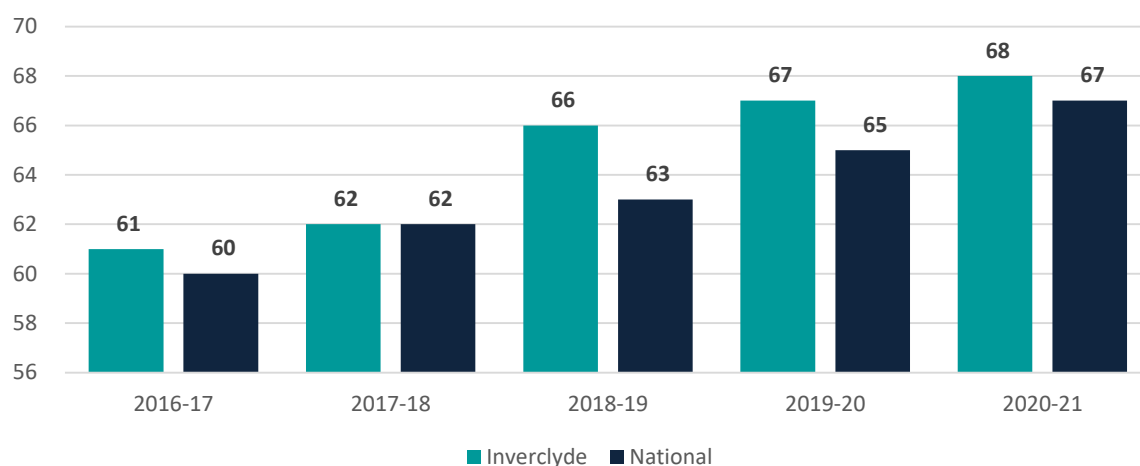
Local Government Benchmarking Framework (LGBF): Awards at Level 5 and 6

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.

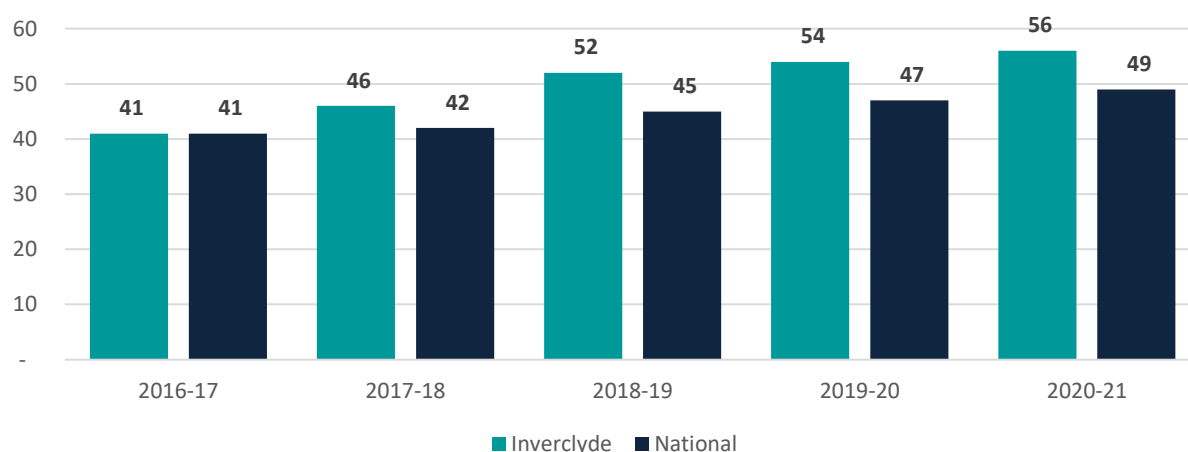
The data shows that there was improvement across all measures between 2016/17 to 2018/19, and the local authority performed well against the national average. While 2019/20 and 2020/21 cannot be directly compared in terms of performance to previous years, the results do still reflect the measures being generally above the national establishment.

% of pupils gaining 5+ awards at Level 5



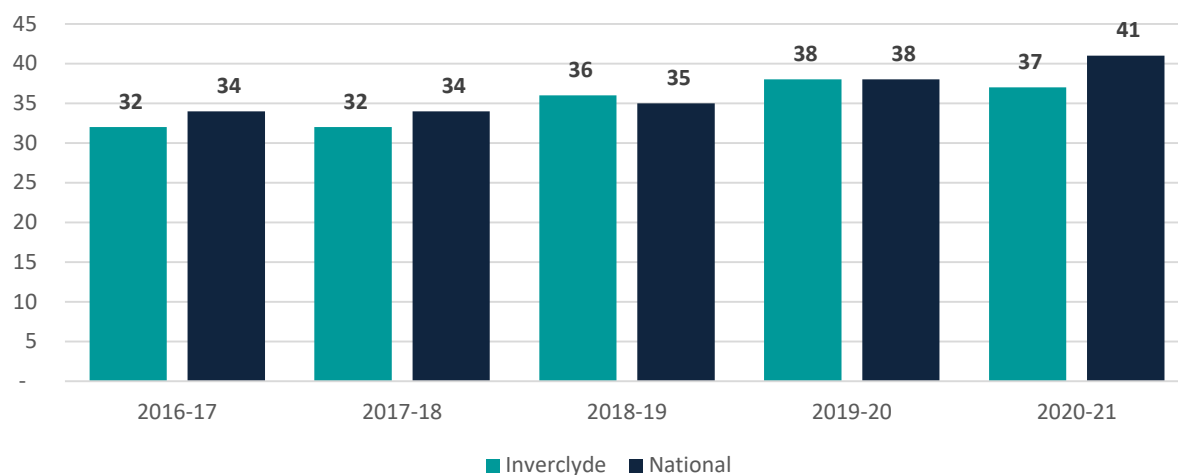
Source: Improvement Service, 2022 ([Benchmarking | Benchmarking \(improvementservice.org.uk\)](#))

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



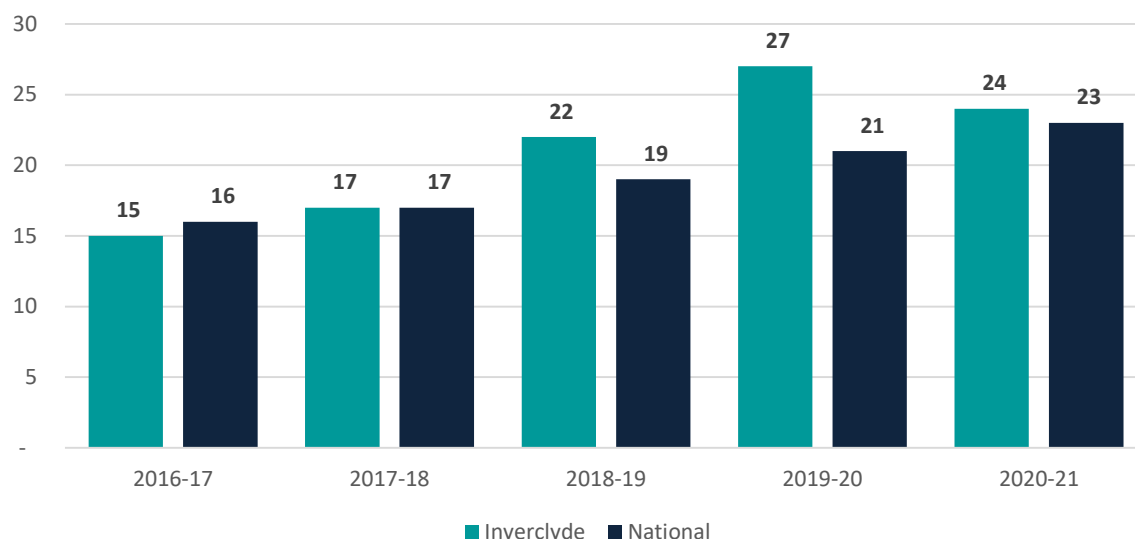
Source: Improvement Service, 2022 ([Benchmarking | Benchmarking \(improvementservice.org.uk\)](#))

% of pupils gaining 5+ awards at Level 6



Source: Improvement Service, 2022 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

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



Source: Improvement Service, 2022 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

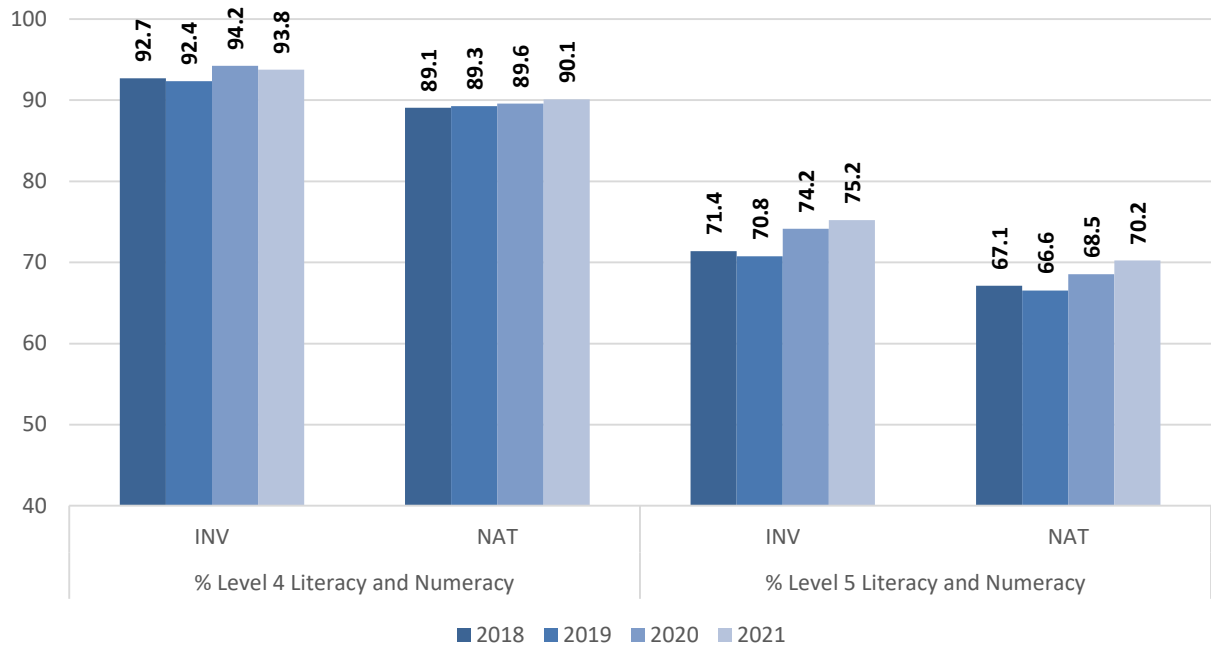
INSIGHT Comparison Leavers Data

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 2020/21. Overall in literacy and numeracy, at Scottish Qualification and Credit Framework) SCQF level 4 and Level 5, the percentages have been higher in the past two years. The same note of caution around 2020 and 2021 data mentioned above also applies here, as some of the leaver results will have been achieved in academic year 2019/20 and 2020/21.

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

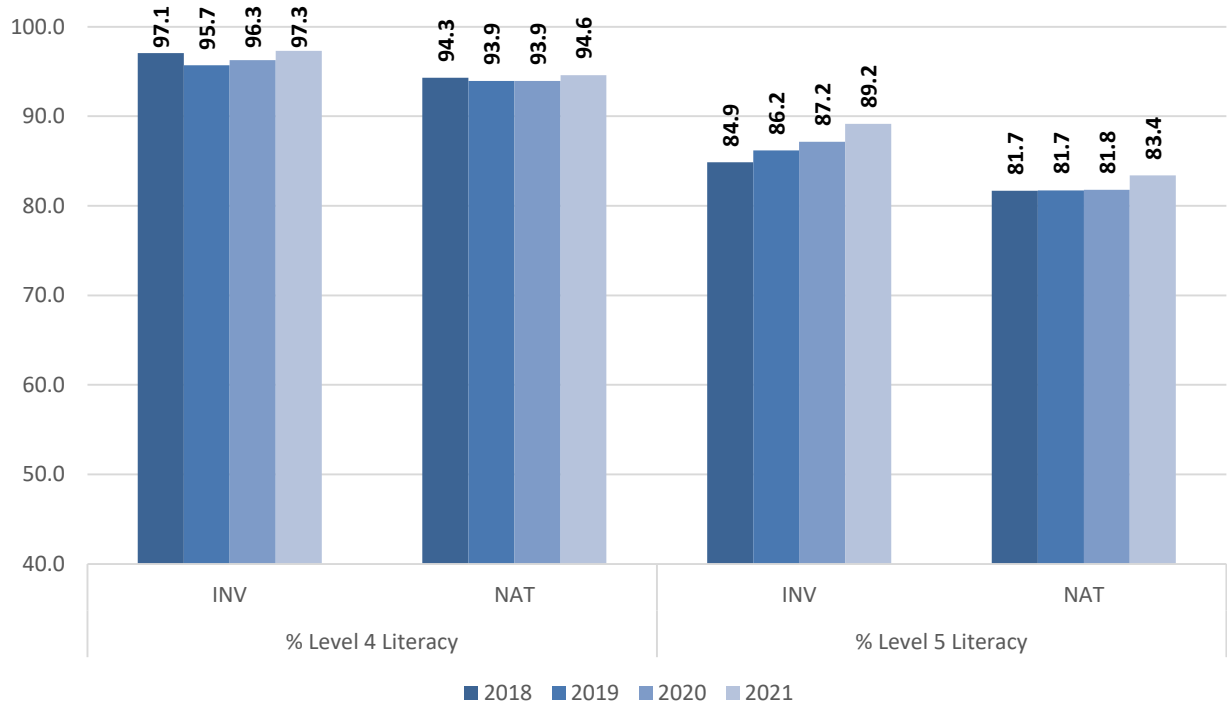
% of leavers achieving level 4 and 5 in literacy and numeracy



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

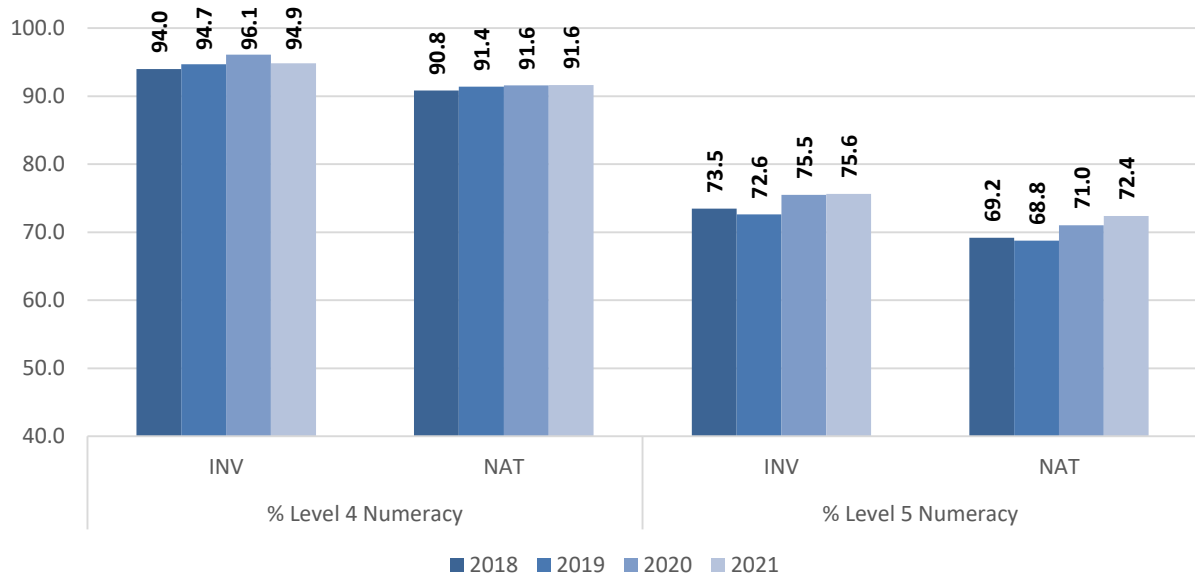
Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a notable increasing trend in leavers achieving level 5 numeracy and literacy.

% of leavers achieving level 4 and 5 in literacy



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

% of leavers achieving level 4 and 5 in Numeracy

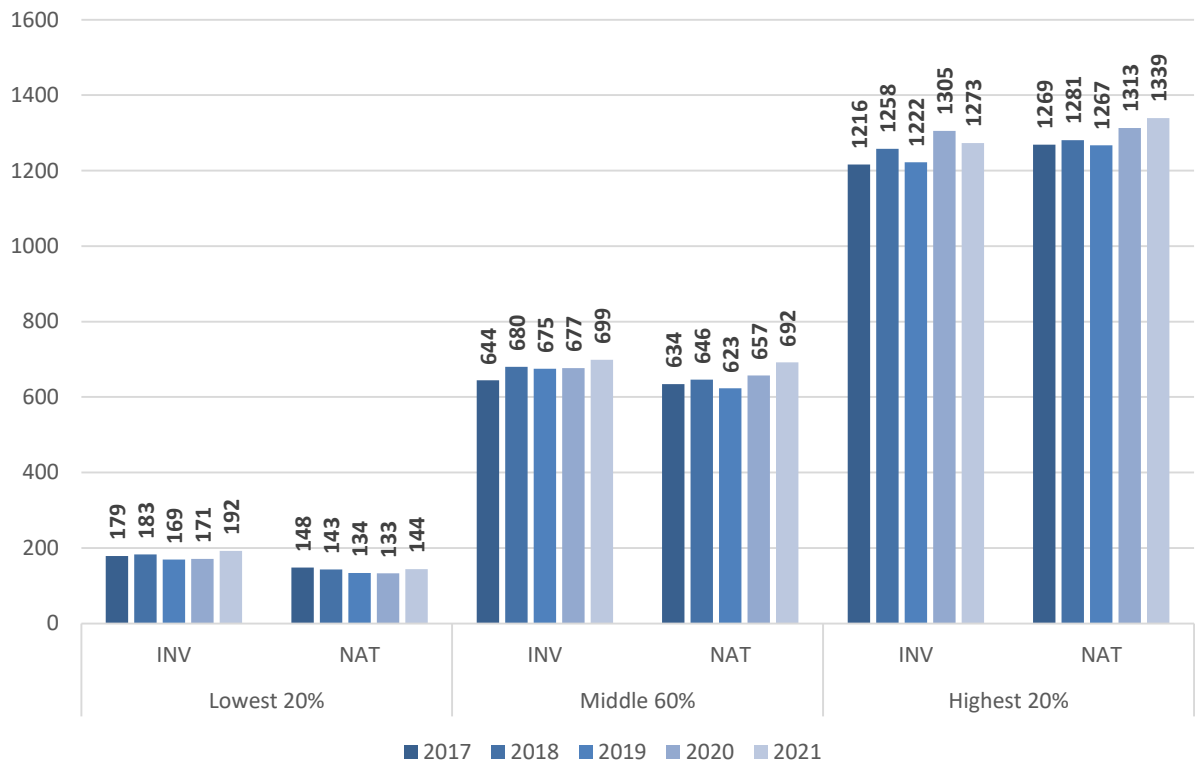


Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the complementary tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and middle 60% are consistently above the national average. The highest 20% have tended to sit below the national average.

Average complementary tariff points for leaver cohorts in selected years



Source: Insight, 2022 (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 (SIMD). 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 2020/21. SIMD band 1 being the most deprived and SIMD band 10 being the least.

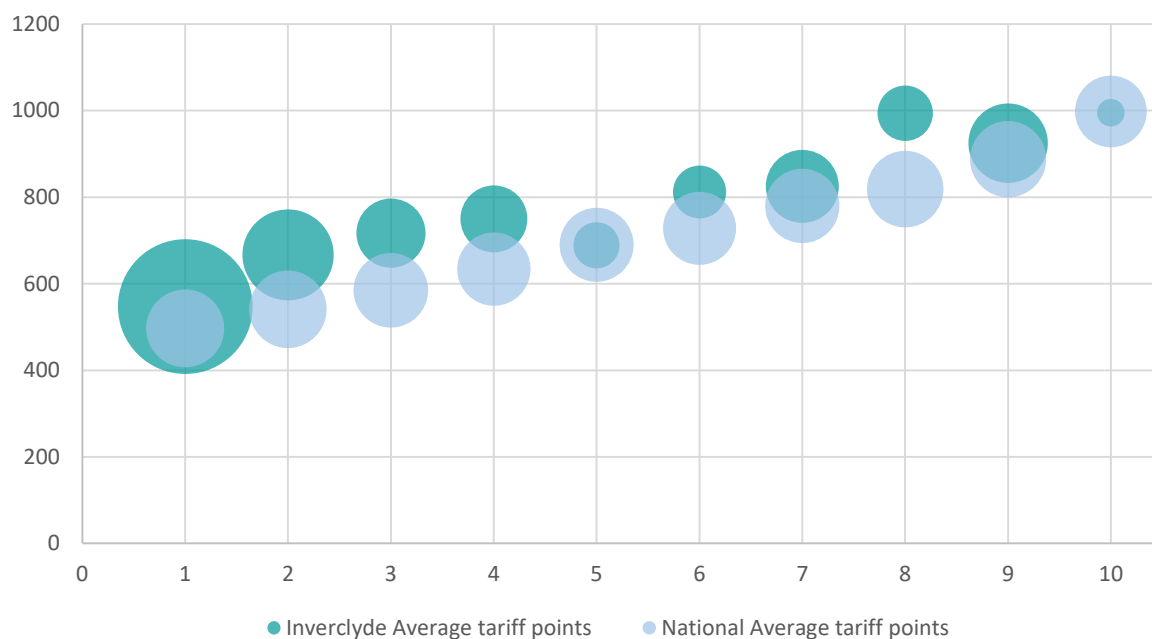
The average complementary tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 5 and 10 where the difference is negligible. SIMD 10 comprises just above 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

Average complementary tariff points for leaver cohorts by SIMD, 2020/21

SIMD Decile		1	2	3	4	5	6	7	8	9	10
Inverclyde	Average tariff points	547	667	717	750	689	812	825	994	925	995
	% of cohort	32.4%	14.8%	8.5%	8.0%	3.8%	5.0%	9.5%	5.4%	11.3%	1.4%
National	Average tariff points	497	541	585	634	690	728	780	819	888	998
	% of cohort	10.8%	10.7%	9.9%	9.6%	9.7%	9.5%	9.8%	10.5%	10.3%	9.1%

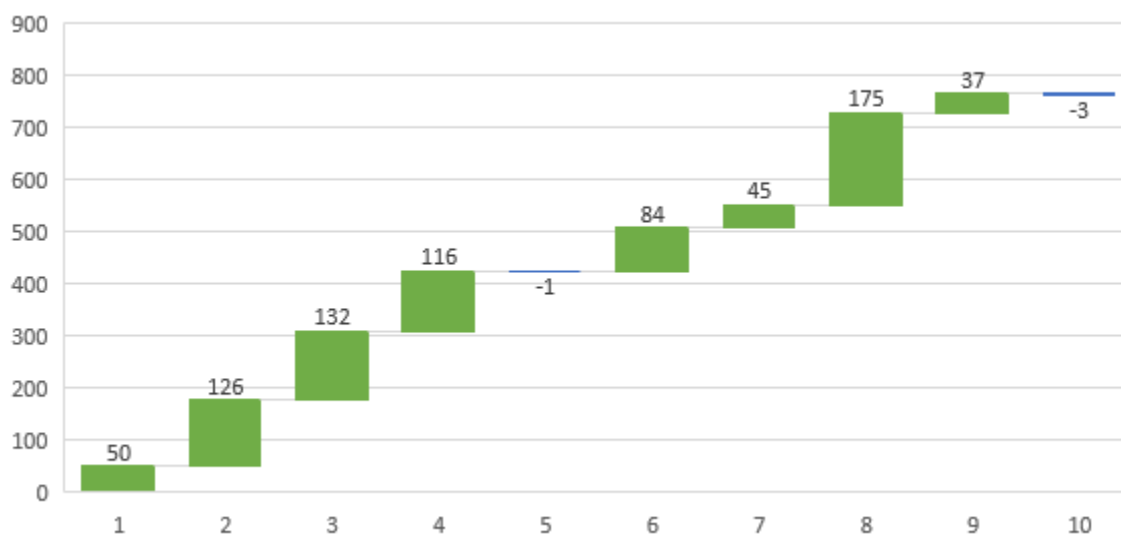
In the chart below the size of the bubble is proportionate to the percentage of individuals in each SIMD decile. It shows that performance in SIMD 2, 3, 4 and 8 was significantly greater than the national establishment. The next chart shows the point gap between Inverclyde and the national average.

Average complementary tariff points for leaver cohorts by SIMD, 2020/21



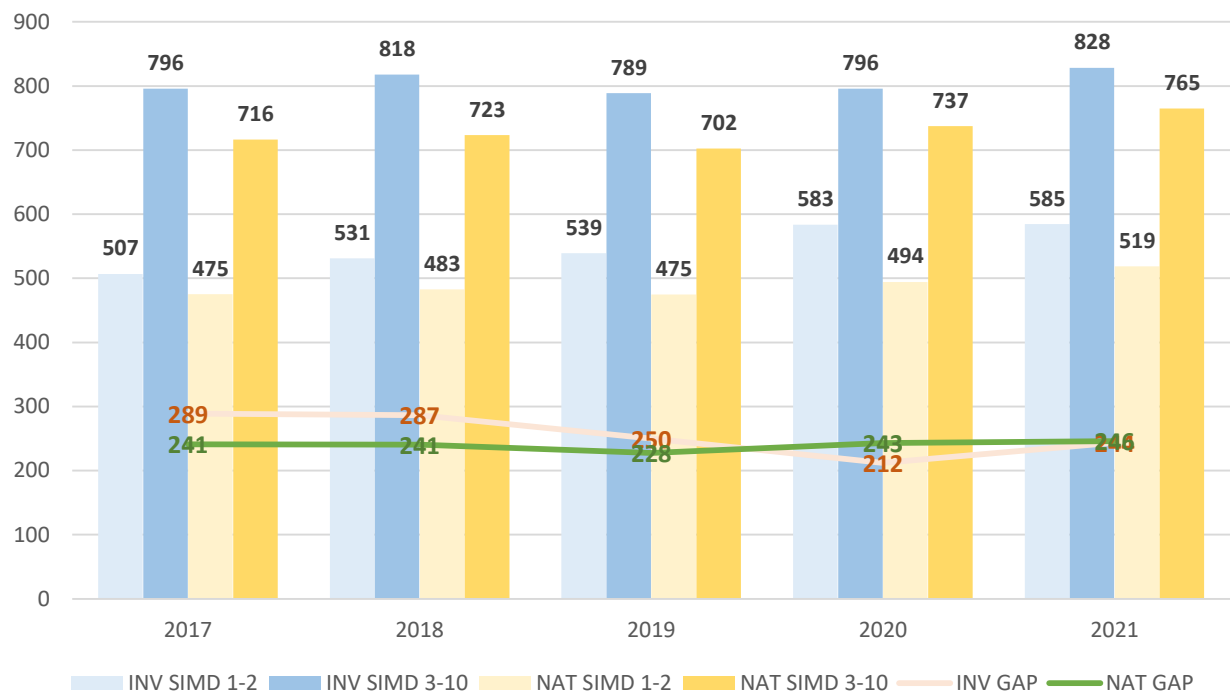
Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Average complementary tariff point gap between Inverclyde and national at each SIMD decile



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 had reduced between 2016/17 and 2019/20, however the latest data shows there has been an increase which still remains below 2018/19 level.

Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2020/21



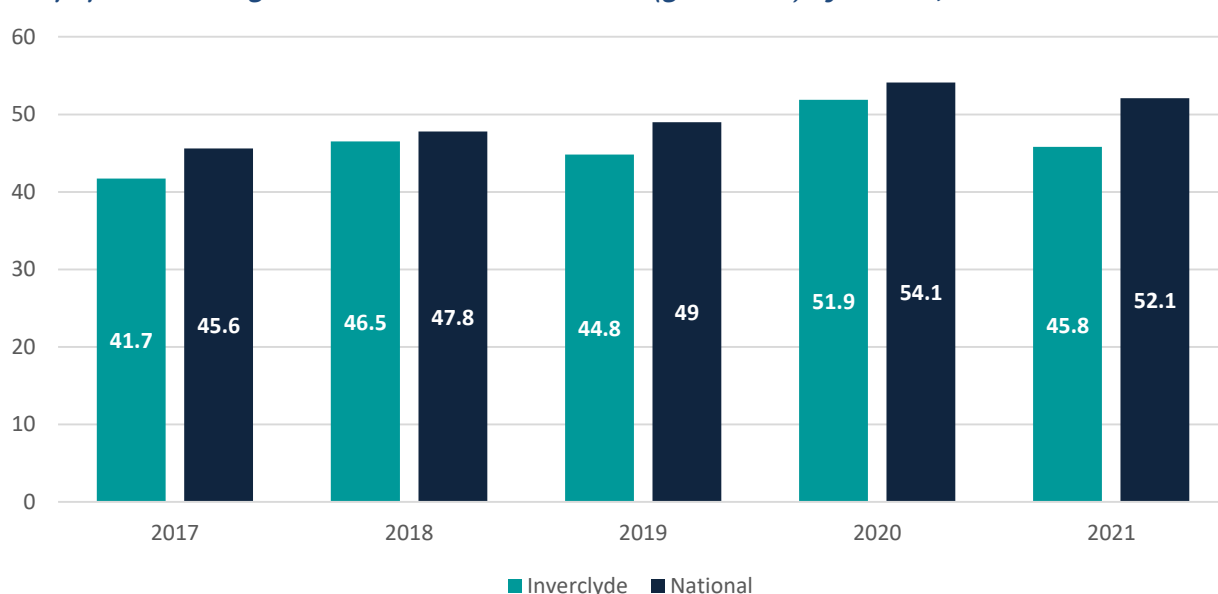
Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

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 and 2021 data again cannot be used for direct comparison with previous years to show improved performance.

There had been a declining trend in achievement of 5+ awards at National 5 between 2017/18 and 2018/19, and this measure sits below the national average in those years. The figure did increase in 2019/20 before falling again 2020/21.

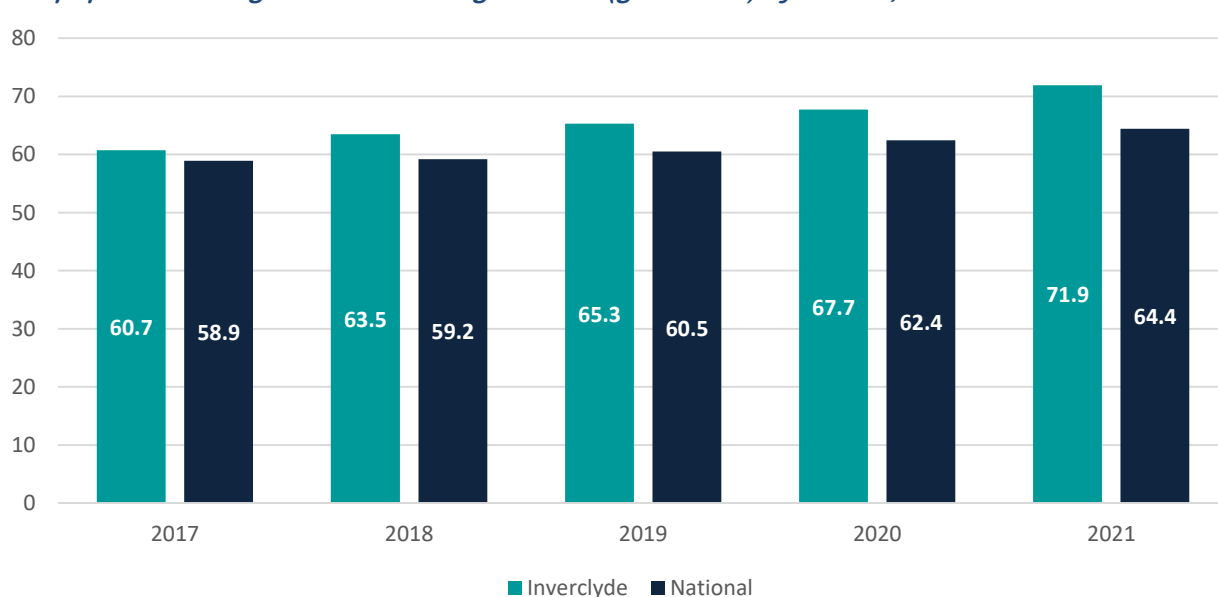
% of pupils achieving 5+ Awards at National 5 level (grade A-D) by end S4, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT::Breadth and Depth: All Candidates)

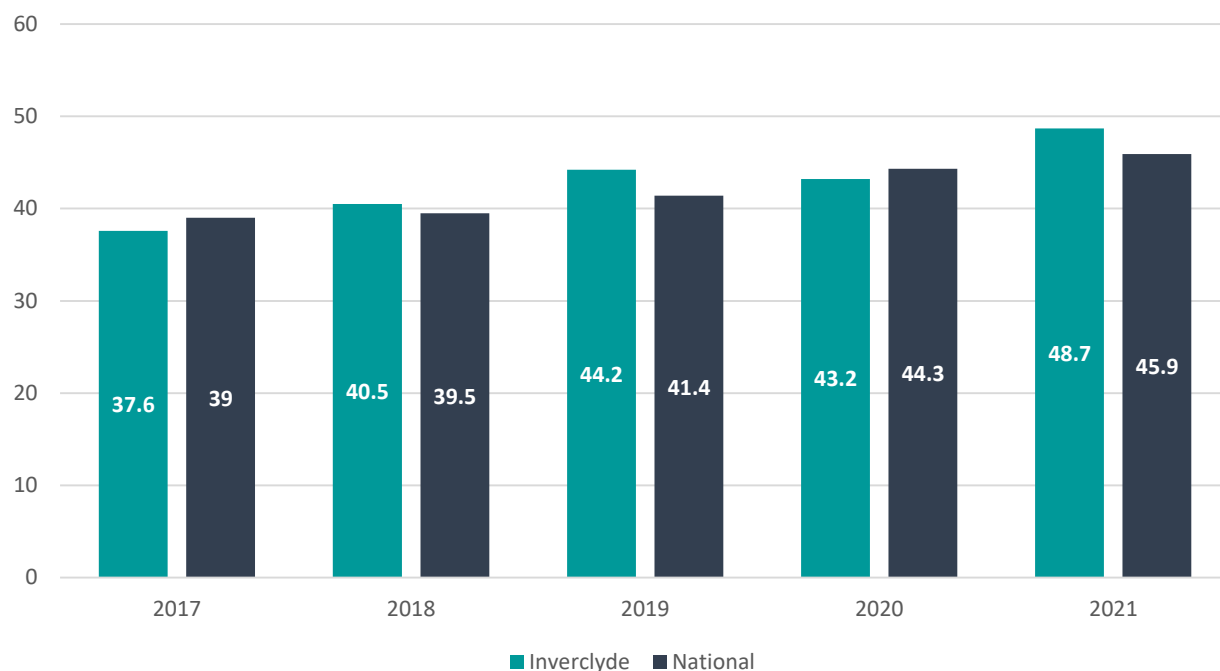
At SQA Higher level Inverclyde performed above the national average for all three measures in 2020/21.

% of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2020/21



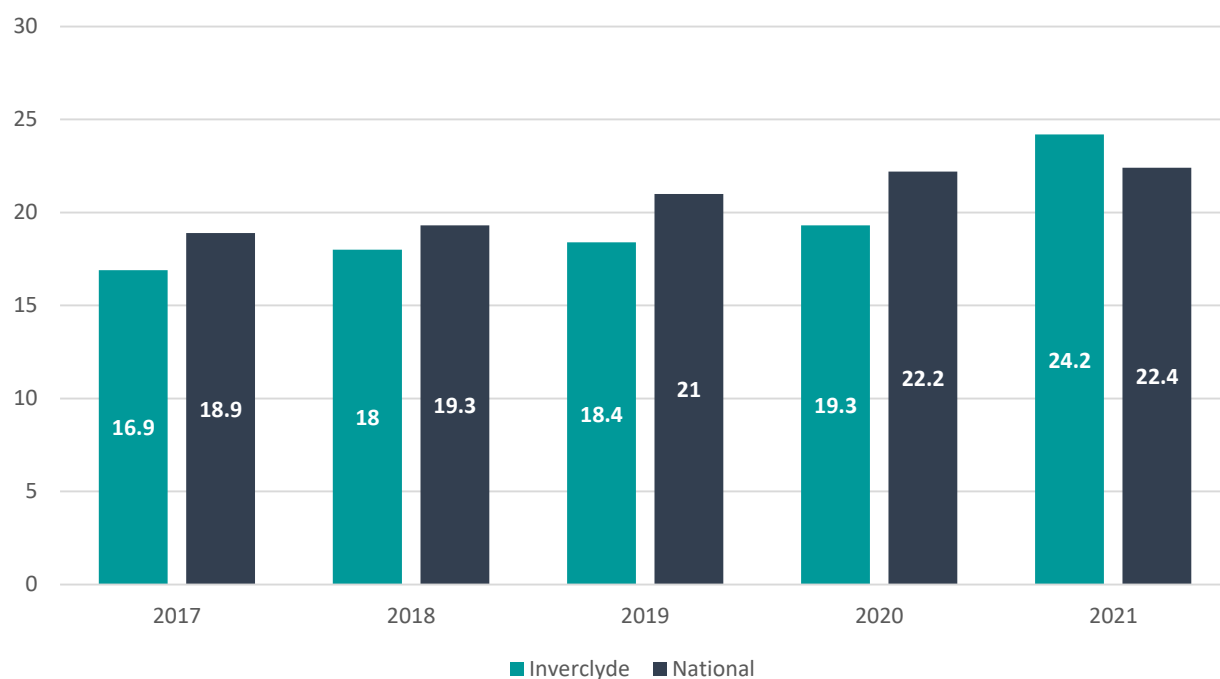
Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

% of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

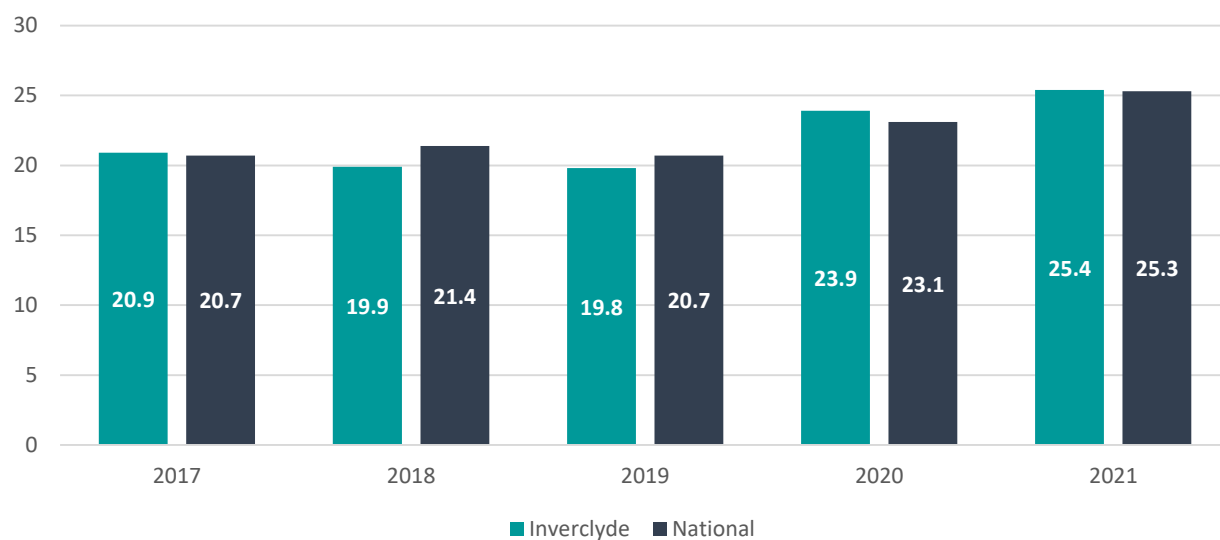
% of pupils achieving 5+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

At Advanced Higher level Inverclyde has been slightly above the national average in the last two years in terms of achieving 1+ award.

% of pupils achieving awards at Advanced Higher level (grade A-D) by end S6, 2016/17 to 2020/21



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

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

C1 Continue to implement the Health and Wellbeing (HWB) strategy with an increased focus on substance misuse education. Community Learning and Development (CLD) to support targeted interventions focussing on drugs, alcohol and mental health.

The Health and Wellbeing Strategy was shared across the authority and has recently been revised to include the guidance on Supporting Transgender Pupils in Schools. We have worked closely with Educational Psychologists on the strategy to identify key priorities. This has ensured a continued focus on substance misuse education and supporting children and young people's mental health. Working in partnership with CLD, a focus group of pupils from the St Stephen's and Port Glasgow High Schools, gave us an up to date picture of the current issues and ideas of what we could do as an authority to improve the alcohol and drug concerns in our community. Information was also gathered from our young people through Clyde Conversations. The West Partnership have produced and shared the draft of a new substance misuse resource this session which will be offered to all authorities when complete.

We established a Personal and Social Education network of practitioners to look at consistency of offer across our establishments and shared programmes to develop a progressive, up to date curriculum, taking into account the views of our young people. A HWB blog was also created to share resources, planners and information across all establishments, accessible to all practitioners. This was launched at the beginning of the session. A group of identified practitioners continue to quality assure this to ensure that all information is current and appropriate. As a result, we are beginning to see greater consistency of approach and delivery across the authority.

Our Mental Health Focus Group promoted, and will continue to promote, the NHS five Steps to Wellbeing. Posters for all sectors were designed to share the key messages of the steps to support mental health. These were distributed to all establishments to encourage staff, children and young people to be pro-active in looking after their mental wellbeing through a common language across the authority. Mental Wellbeing was also a fixed agenda item all Health and Wellbeing Coordinator meetings. Our coordinators continued to engage in sharing of good practice and were kept up to date with current initiatives / developments regarding Health and Wellbeing, to develop best practice across establishments.

This year we were due to roll out the National Health and Wellbeing Survey to allow us to collate and analyse the health and wellbeing needs of our children and young people at a local and national level however this has been delayed due to a number of concerns. We have, as a result of these concerns, worked closely with the Scottish Government, pupils, parents and Inverclyde councillors to revise the content and having come to an agreement, plan to offer out to P5-S6 pupils on an 'opt-in' basis in the summer term. This will give us additional information on many aspects of health and wellbeing including substance misuse.

Next steps

- **Continue to build on the good practice established with the secondary PSE network, working in partnership with the West Partnership**
- **Roll out and use the results of the 2022 HWB survey to identify HWB priorities at a local level**
- **Continue to have mental wellbeing and substance misuse as the key areas of focus for HWB, with an increase in pupil voice**

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

Emerging data taken as part of the ongoing cycle of reporting to the Scottish Government suggests that there will be a significant increase in children and young people accessing the Inverclyde Wellbeing Service.

Three Key Performance Indicators were set concerning improvements in wellbeing as seen by referrers to the service (pre-post measurement), increasing numbers of children and young people accessing the service and improvements in wellbeing for children and young people accessing the service as indicated by self-reporting (pre-post measurements). All Key Performance Indicators were met and current data indicates that these will continue to be met with improvements being seen in relation to the 2021-22 data over the 2020-21 dataset.

The Children and Young Person's Community Mental Health Project has continued its work in relation to the three key themes of No Wrong Door, Community Strength and Nothing About Us Without Us. In terms of No Wrong Door a multiagency triage system has been established involving staff from Specialist Children's Services within the Health & Social Care Partnership, Educational Psychology and Barnardos. There is emerging evidence that this is leading to a more efficient referral system.

In relation to Community Strength 19 children were supported in transition from P7 to S1 by Action for Children. Almost all children were impacted positively by this intervention. This area was also supported by Barnardos who have joined the Additional support Needs Forum. This has led to support to sixty four children and young people with almost all reporting positively on impact. The Cygnets programme is now operational with Barnardos and Inverclyde Communication Outreach Service collaborating in their work with families who have children and young people diagnosed with Autism Spectrum Disorder.

Almost all secondary schools have taken part in a series of focus groups offered by the CYPCMH Research Assistant, involving working with young people who have accessed mental health and wellbeing services. The pupils involved have given views on the strengths and needs in accessing these services and the post referral experience. This is being used to feed into service self-evaluation and improved offers. Impact measurement is being gathered through a journey mapping approach.

Next Steps:

- **A project manager has now been employed to span both the Wellbeing Service and the Child and Young Person's Community Mental Health Service.**
- **There will be a re-negotiation of the Key Performance Indicators for 2022-23.**
- **The Referral system to the multiagency triage system will be augmented through the purchase of an electronic portal that can be accessed across agencies.**

- The P7-S1 project will run for a second year with a target increase to 30 pupils.
- The Barnardos support work connected to the ASN Forum will continue.
- The collaborative work involving Barnardos/ICOS will also continue in relation to the roll out of the Cygnets Programme.
- The Nothing About Us Without Us approach will continue to shape mental health and wellbeing services and sample views from a wider group of children and young people.

- **C4 Support establishments with the roll out of revised Inverclyde anti-bullying policy**

The new Anti-Bullying policy was launched in September 2021 to ASN Leaders and Heads of Establishment. The policy was created in collaboration with 60 teaching staff and over 200 pupils. It has been endorsed by Respect Me, the Scottish Government's Anti-Bullying supported body, as meeting their standards enabling Inverclyde to use the organisations logo. There will be a review of bullying incidents logged through SEEMIS at the end of the academic session to examine trends and forward plan accordingly.

Next steps:

- **Continue to link with Respect Me regarding their ongoing offer of support, particularly related to proactive approaches to tackling bullying, especially as the policy commits Inverclyde to focus on tackling prejudice based bullying.**

- **C5 Review and agree clear policy and protocol on monitoring of racist incidents**

We are awaiting further guidance on this from the Scottish Government's Race Equality and Anti-Racism in Education working group. In the meantime we have refined how this data is monitored on a termly basis as part of our ongoing data oversight of all establishments. Reported incidents remain very low. More work needs to be done to understand better if this is as a result of under reporting. More work will be done as part of the 22/23 service plan to promote anti-racist education.

Next Steps:

- **Implement guidance re the recording of racist incidents once this is published**

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

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

Following the publication of the OECD report there have been subsequent reports published to outline how the curriculum and particularly assessment and qualifications will be reviewed. Our Senior Phase Action plan was updated to begin exploring the early themes that have been identified within the national reviews. In January 2022 we participated in a collaborative inquiry with the Association of Directors of Education Scotland (ADES) and Education Scotland. The inquiry explored our senior phase offer and the pathways to support young people into a positive and sustained destination. The review allowed school staff and our partners to share the strategies they have started or have planned to diversify the Senior Phase Offer which will lead to improvements in the positive destination statistics. As a result of this review we have updated our Senior Phase Action Plan and have clear short, medium and long term targets. Schools are looking at where they can add value to their Senior Phase Curriculum by accrediting wider achievement. Senior Leaders in secondary schools have had input from Skills Development Scotland on the use of labour market information, which shows expected future employment for the area. This information will support schools in their course planning to ensure the offer matches employer demand in the area.

The Collaborative inquiry process referred to above identified that the following aspects were areas of strength in relation to our collective work to improve outcomes for all across the senior phase:

- Strong relationships between teams
- Shared determination to Get it Right for Every Child across all partners
- Effective use of data to track young people into post school
- Introduction of the DYW Coordinator role
- Collaboration between schools
- Strong academic results
- Examples of individual pathways being developed for young people in partnership with school, college, SDS and MCMC

Areas for further development and focus included:

- Clarity over governance and oversight of employability in the Local Authority needed
- Joined up approach with all agencies to support young people with Additional Support Needs
- Review the management of college / education service
- Review and look to innovate the curriculum for all
- Develop staff knowledge of labour market information and alternative qualifications
- Improve the variety of post school offer to young people with ASN
- Utilise DYW Coordinators to improve knowledge of young people and parents of the alternative routes to employment
- Increase employer engagement

As a result a refreshed Senior Phase Action plan has been constructed and will be enhanced with a strategic governance structure to oversee its implementation. Membership will include representation from Education Services, Employability and regeneration as well as key partners

such as West College Scotland, SDS and DYW West. Ongoing support and challenge will be provided to the Head of Education and Education Officer for the Senior Phase from “critical friends” drawn from the Collaborative Inquiry review team.

The revised plan has a focus on three key work streams which include:

1. Pathways for pupils with ASN
2. DYW and employability
3. Development of the curriculum

Schools have become increasingly adept at utilising the wide range of units that are available to offer alongside national courses. Examples include barista skills, first aid, saltire award etc. Since 2019, the total average tariff points that pupils leave school with from Inverclyde has increased year on year across all cohorts. Compared to 2019, those in the lowest 20% left with 14% more tariff points, the middle 60% left with 7% more tariff points and the highest 20% left with 9% more tariff points in 2021. This shows that young people are making better use of their time in school to accredit their learning meaning that they will have better prospects of entering a positive destination.

Next steps

- Fully implement the revised Senior Phase Action plan from June 2023

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

2021/22 saw the highest number of young people choosing to study a college course alongside the school offer. 385 young people began a college course. This reduced to 273 over the course of the year when some young people withdrew. There is clearly high demand for a vocational offer. We need to investigate the reasons for the high number of withdrawals and lower retention rates for 2021/22 to ensure that the college offer is meeting the needs of learners, however despite this there is still a high number completing college courses when compared across the last five years.

School Vocational Numbers				
Year group	Started	Withdrawals	Completed	Retention %
2017-18	347	91	256	
S5/6	169	43	126	75%
S4	178	48	130	73%
2018-19	330	62	268	
S5/6	178	44	134	75%
S4	152	18	134	88%
2019-20	338	64	274	
S5/6	162	38	124	77%
S4	176	26	150	85%
2020-21	234	51	183	
S5/6	101	29	72	71%
S4	133	22	111	83%
2021-22	385	112	273	
S5/6	232	76	156	67%
S4	153	36	117	76%

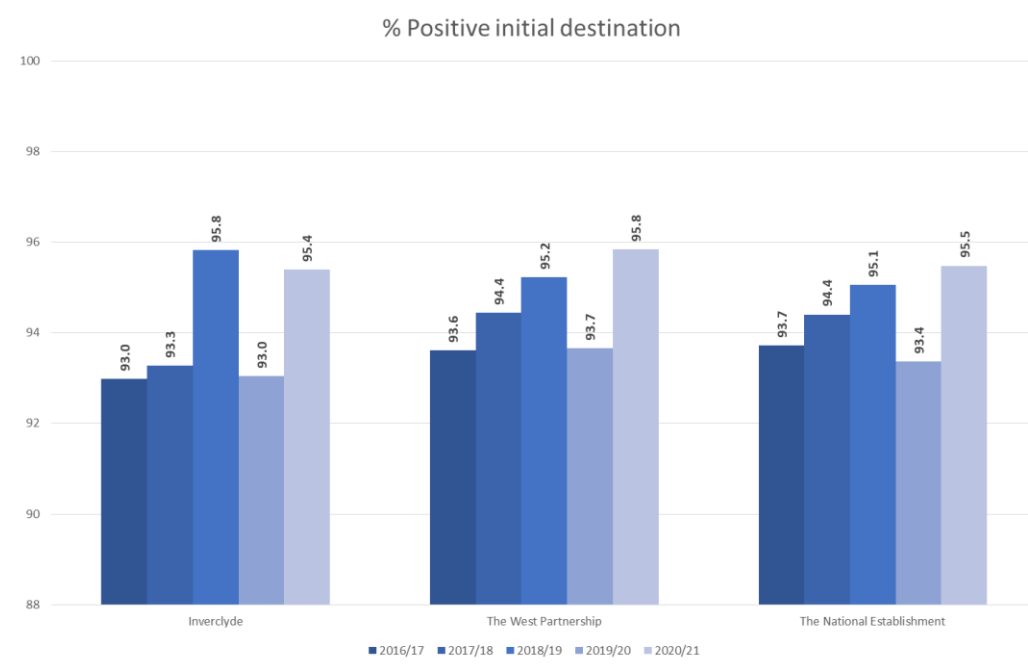
Schools continue to look for ways to diversify their curriculum and to provide appropriate pathways for all young people. An example of a bespoke pathway to support young into a positive destination is a course that was developed by West College Scotland this session. The

course was aimed at young people who were not currently undertaking a vocational course and were at risk of leaving school without a positive destination. The course was co-designed with the young people who participated in the course, so they could explore themes that interested them, with a slant towards essential employment skills. Employers were involved in supporting young people with this course. High levels of attendance were seen at this 12 week programme and positive feedback received from the young people and staff delivering. As a result of this, the course will be expanded for session 2022/23 to allow more young people to benefit from it.

By closely tracking senior pupils in relation to their leaver data, this ensures that the majority of young people are leaving school with a range of qualifications. Where issues are identified, schools are able to work in partnership with the Local Authority, More Choices More Chances, West College Scotland and Skills Development Scotland to put in place appropriate interventions.

There is still continued scope for schools to look to offer in-house courses that are more vocational in nature from the catalogue that cover National Progression Awards and Skills for Work courses.

2020/21 data shows 95.4% of young people leave school and enter a positive destination and is in line with councils in the West Partnership and Nationally.



Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

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

As part of the recent review of the Senior Phase offer, pathways for senior pupils with complex ASN continues to be an area that we need to see improvement in. In 2020/21 the number of young people with ASN entering a positive destination was 93%, this has increased from 88%. The majority of young people with complex ASN will enter further and higher education. We acknowledge the need to increase employer engagement to provide supported employment opportunities and this is being taken forward in conjunction with colleagues in Regeneration and with the Local Employability Partnership and HSCP. As part of our review of the Senior Phase offer we will establish a working group to specifically explore the pathways available to young people with Additional Support Needs in the senior phase.

Next Steps

- **Fully implement the revised Senior Phase Action plan from June 2023**

D5 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.

There has been slippage whilst the West Partnership restructured with new staff and re-aligned to take account of the national reviews of curriculum and qualifications. Locally we have maintained subject specialist networks to allow moderation of qualifications to take place.

As part of a project to share practice across the west partnership, we have supplied details of the alternative to traditional qualifications that we offer in Inverclyde to create a database of case studies so schools can explore what alternatives are on offer in other schools and how these are delivered.

Next Steps

- **Fully implement the revised Senior Phase Action plan from June 2023**

D6 Work with partners to secure pathways across the senior phase e.g. Foundation Apprenticeships (FAs) and college placements alongside the secondary model

Foundation Apprenticeships have continued to see a decline in uptake. We have explored alternative models of delivery to allow the courses to be better integrated into the school timetable, however this did not result in sufficient uptake to deliver. We are working closely with Skills Development Scotland and West College Scotland to explore the reasons why uptake of these courses is significantly lower than other local authorities.

Year	Uptake
2017-2019	33
2018 – 2020	33
2019-2021	12
2020 – 2022	32
2021-2023	5

As evidenced in D2, the school college placement offer is popular with young people, seeing an increasing number applying for these courses. Although there has been a number of withdrawals over the course of the year, the number still studying courses is one of the highest numbers we have seen. Further work is required to align the college offer to the local labour market information to ensure we are preparing young people for jobs that will be available in the future.

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D7 Work with colleagues in Community Regeneration to establish an action plan to address training opportunities

Young people entering training as a positive destination has continued to decline and Inverclyde is below comparator authorities. The training opportunities within Inverclyde are limited. The regeneration team have re-established the Local Employability Partnership and Education Services will work in partnership with colleagues to increase training opportunities for young people.

2016/17	2017/18	2018/19	2019/20	2020/21
2.9	1.4	3.5	2.5	2.4

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D8 Support schools with the roll out of SG funded Developing the Young Workforce (DYW) Coordinators

Schools have reported that the addition of DYW Coordinators have been extremely successful. Schools have been able to target specific pupils who need additional support with preparing for post school by closely tracking leaver destination information. DYW Coordinators are then able to provide additional support to identified young people. Examples of interventions have been support with completing application forms, supporting visits to college campus, follow up calls offering support after the initial weeks of leaving school.

Key Performance Indicators have all been met under challenging circumstances as a result of staff leaving the temporary posts to take up other employment.

Given the success of the role, for 2022/23, we will move to a model where seven DYW Coordinators will be appointed, an increase in two from 2021/22. This will see a full time Coordinator based in each secondary school, with one person appointed to work between Craigmarloch School and Lomond View Academy.

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

**D9 Increase participation in the Duke of Edinburgh (DofE) across secondary schools.
D10 Increase DofE opportunities within curriculum timetable**

The Duke of Edinburgh Award has seen a 66% Increase in participation since 2019/2020 pre pandemic figures.

Some of our schools have offered Duke of Edinburgh Award as part of the school timetable. Two of our schools offer the Award as part of the Personal and Social Education programme (PSE). This involves using the time in class to develop skills needed for expedition training eg map reading, first aid, cooking. By offer in this way, Notre Dame High School has seen their bronze participation rise from 26 pre-pandemic to 75 currently. St Columba's High School has increased from 41 to 58.

Clydevlew Academy offer the Duke of Edinburgh Award as an option choice for S3 and participation has been maintained at 60.

Next Steps

- **Fully implement the revised Senior Phase Action plan from June 2023**

E: Getting it Right for Every Child

E1 Continue to improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed

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

There has been a clear improvement in presentations to the ASN Forum in relation to Wellbeing Assessment. There has been ongoing training in the area, feedback to individual establishments and through ASN Leaders shadowing the ASN Forum. Almost all establishments now have Wellbeing Assessments that has clear evidence of analysis and synthesis of information.

There are emergent Joint Support Team models across the local authority in some establishments. The Educational Psychology Service has created guidelines of best practice in this area, spoken to establishments and provided ongoing support to target schools.

The Social Worker in Schools project started in January 2022. Two Social Workers have been appointed to Aileymill Primary School, Aileymill Nursery, St Andrew's Primary School and Larkfield Children's Centre. Protocols have been created for the effective functioning of the project and measures of impact have been created and will be assessed throughout the project.

The percentage of schools evaluating the 3.1 Quality Indicator relating to wellbeing and inclusion as good or better has improved by 8% between 2020/21 and 2021/22.

Next Steps:

- **Recruit a new Education Officer for Inclusion to lead on the ongoing implementation of the ASN action plan and improve central capacity to support and challenge both ASN provision and services as well as lead on ASN and additional support for learning across the authority**
- **Offer of training on Wellbeing Assessments to ASN Leaders to be made.**
- **Short Life Working Group on pupil planning will create clear guidelines on high quality single agency planning (linked to assessment) and the processes required to create plans.**
- **Learning from the emerging practice in relation to Joint Support Teams will be shared with ASN Leaders. Roll out of the project will take place in 2022-3 – all establishments to be engaged in a JST process by June 23.**
- **Social Worker in School project to be fully evaluated around its two main Key Performance Indicators – reductions in referrals to statutory levels/agencies and improved engagement in education.**

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

The ASN Leader network was consulted around their needs and an ongoing training programme developed throughout the session. There are ASN Leaders in all establishments and all

establishments have accessed the training offer for session 21-22. This offer has also been shaped by intelligence gathered on need from the ASN Forum.

All new members of establishment SMT were offered and accepted induction training on ASN via the leadership programme.

Some education establishments have now been trained in the Coping With Adversity model of Trauma Informed practice.

Over 60 practitioners from all sectors accessed four part training in the Promoting Positive Behaviour (PPB) approach to de-escalation.

A review of the Inverclyde Communication and Outreach Service was carried out in April / May 2022 to support the self-evaluation of the service in identifying strengths as well as areas for development. This has now been shared with stakeholders and an action plan will take forward the recommendations. The Principal Teacher will be supported by the yet to be appointed Education Officer for Inclusion to take this forward.

A new ASN policy was drafted during 2021/22 and is ready for implementation. This pulls together a range of guidance and procedural documentation into one clear policy for the service.

The Scottish Government's guidance on supporting transgender pupils has been adopted and approved to be used by the service by the Education Committee. A training programme will be offered to schools during the autumn term 2022/23 to support this.

Next Steps:

- **Offer more opportunities for cluster working for ASN Leaders for topics such as transition.**
- **Implementation of the ICOS reviews recommendations including variations to service delivery e.g. CMO type approaches as well as further training offers.**
- **Carry out a review of the Corporate Parenting Team, as part of the new Virtual School June 2022.**
- **The new Additional Support for Learning policy (2022) will be taken to the Education, Communities and Organisational Development Committee in September 2022 for approval.**
- **Induction training or establishment SMT will be offered again in term 1 of session 2022-23.**
- **Publicise the Scottish Attainment Challenge training offer from the Educational Psychology Service for session 22-23, involving: What's the Harm? (the new NHS Greater Glasgow and Clyde self-harm training package), metacognition, Trauma Informed Practice, collaborative action enquiry related to play.pedagogy/Emotionally Based School Avoidance and Mental Health & Wellbeing (nurture and staff wellbeing).**
- **Support this with a bespoke package of training in attachment theory and practical advice for practitioners and leaders from August 22.**
- **Offer training on the implementation of the Scottish Government's Transgender Guidance (2021).**
- **Support the EAL service to provide CLPL for practitioners during 2022/23 to support schools to review their existing practice to better meet the ends of increasing numbers of pupils who are bilingual or have no English on arrival.**

E5 Roll out of newly developed dyslexia training and support for all staff

Standard training in the Inverclyde Dyslexia Pathway was developed and delivered to over 40 staff in Inverclyde in November 2021. All establishments now have access to the training materials including a recording of the training twilight.

A cluster approach to working was introduced to the staff accessing training.

Next Steps:

- **Offer interactive sessions to participants in session 2022-23.**
- **Continue to offer to link with parent representatives.**
- **Provide support to gain a cluster approach to the use of the Dyslexia Pathway.**

F: Improving outcomes of care experienced children, young people

F1 introduce the role of a Virtual Head teacher

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

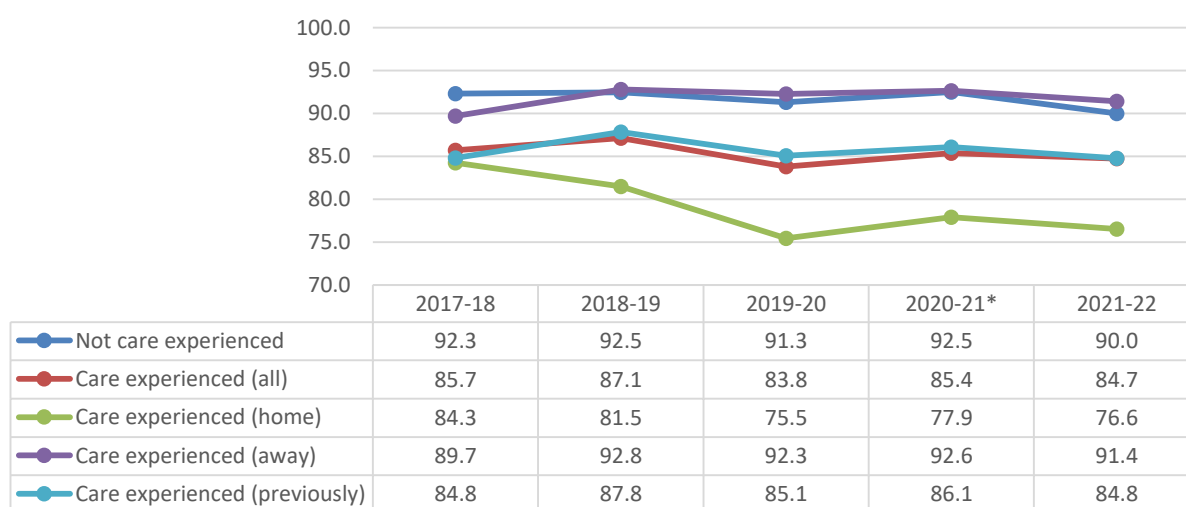
F3 Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular

We have recruited our first Virtual Head teacher who will take up post in May 2022. Over the course of 21/22 we have used the time to establish a range of policies, processes and protocols to ensure that the head teacher makes a strong and positive start. This has included establishing clarity of the exact school roll via data sharing across Education and Social work, linking the Head teacher to local key partners including the Promise Team, the national Virtual Head teacher network, supported by Centre for excellence for Children's Care and Protection (CELCIS), and creating data tracking systems.

As part of Priority 4 within the Children's service plan (*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.*) a governance group has been established had has met over the year to ensure progress and support the establishment for the Virtual School.

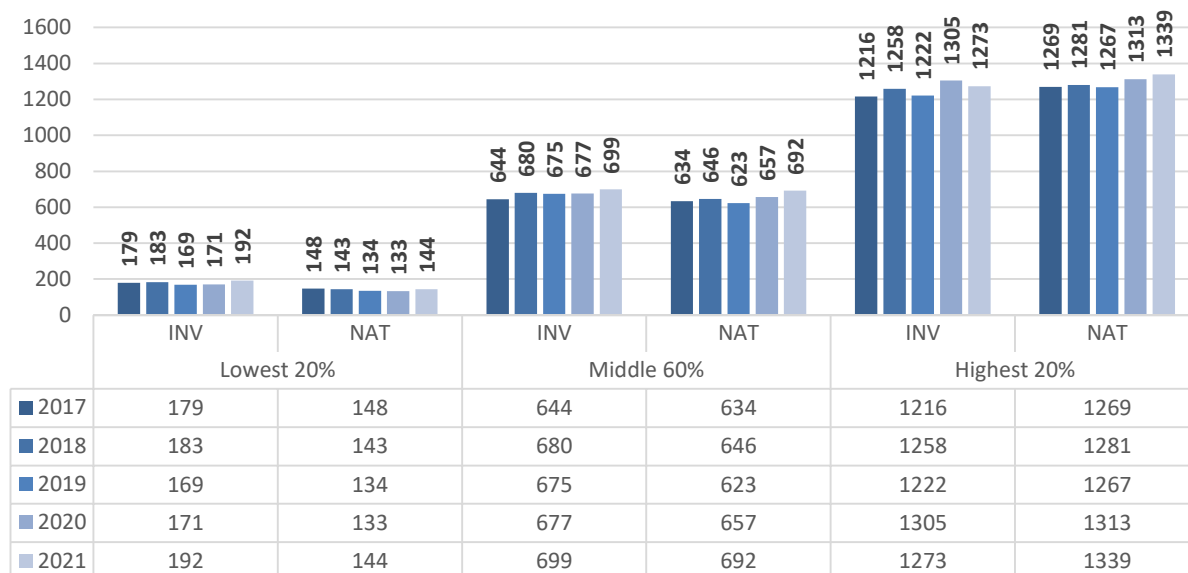
There will be a launch event in June 2022 for all Education Service leaders, as well as key colleagues from the Health and Social Care Partnership (HSCP).

Care experienced attendance 2017-18 to 2021-22 (P1 to S6 All Schools)



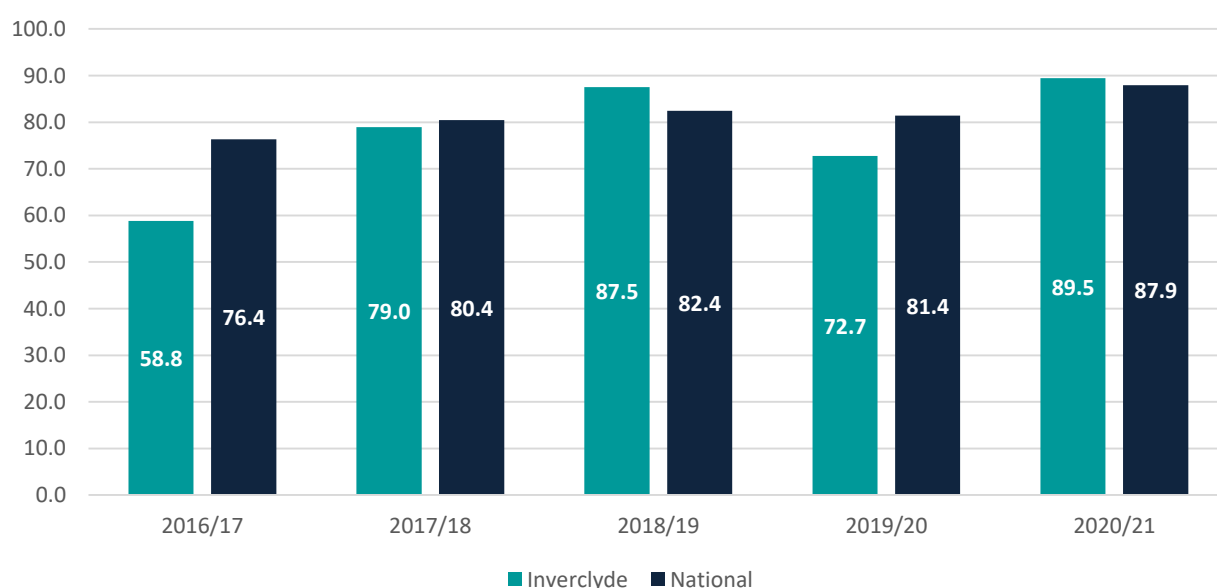
Overall attendance for all pupils has been adversely affected during the academic year 2021-22 largely due to the pandemic. Our weekly tracking allowed us to see that whilst average attendance was often below 90% for all, that this did remain above the national average. Since April 2021 attendance has improved to well above 90% for all pupils, including care experienced young people (CEYP). We will continue to track this through the virtual school next year.

Average complimentary tariff points – S4/5/6 leavers (looked after at home and away from home)

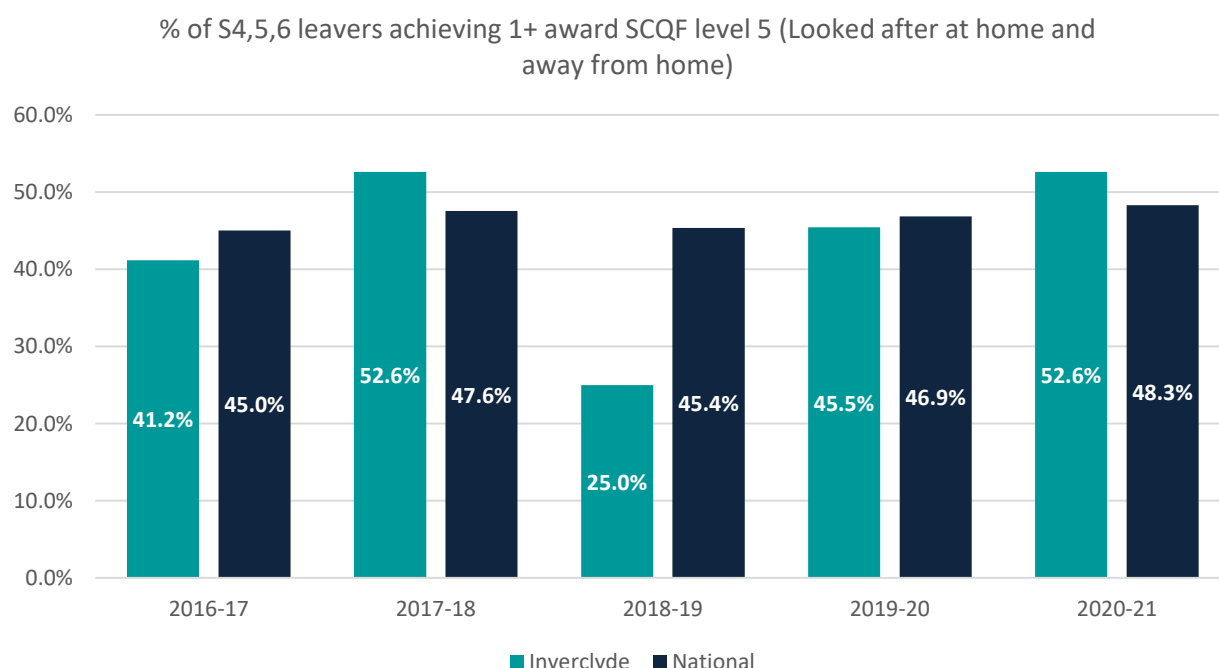


During 2020/21 we can see that the lowest 20% of S4/5/6 continue to achieve above the national average as is the same for the middle 60%. In 2021 this was the highest outcome for 5 years. For the highest 20% we are below the national average however in 2021 this was the second highest outcome in 5 years.

% of S4,5,6 leavers in a positive destination (Looked after at home and away from home)



In 2020/-21 the percentage of S4/5/6 leavers who were care experience moving into a positive destination was the highest it has been for five years and above the national average.



In 2020-21 the % of S4/5/6 leavers achieving 1+ SCQF Level 5 was the joint highest percentage it has been over the last five years and was above the national average.

Next steps:

- 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
- 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

Pupil Equity Fund

Pupil Equity Funding is part of the Attainment Scotland Fund invested over the parliamentary session (2021 to 2022) 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 £2,846,140 for 2021/2022. Care experienced children and young people have also received additional resources. Inverclyde's spend last session from this funding was £181,200. 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 impacted by poverty to achieve their full potential.

This session there has been an increased focus on effective PEF planning directed by the head of education. Schools were offered further career-long professional learning (CLPL) and one-one supports with most schools engaging in the offer. Planning formats were uniformed and exemplification provided. This enabled schools to create outcome focussed plans. CLPL also was delivered to local authority education officers enabling officers to interrogate the poverty-related attainment gap (PRAG). This training supported education officers to challenge and support schools leading to improved PEF planning.

Inverclyde have also reviewed the use of School Business Officers who now provide monthly updates regarding PEF spend ensuring procurement procedures are followed. The new approaches to support and challenge around PEF planning has resulted in most schools submitting plans with strong rationales, outcomes and measures that should support the closing of the poverty-related attainment gap (PRAG). Early indications are that changes have led to more effective tracking of PEF spend and is supporting better decision making by schools.

Schools are expected to report on the effectiveness of their PEF Plans and the impact on closing the poverty related attainment gap via quality visits with education officers, annual attainment and achievement meetings and standard and quality reports. The local authority have recognised the need to strengthen the reporting of impact within standard & quality reports as outline in the 5 y report. The provision of quality CLPL has resulted in schools being more confident in reporting on the outcomes and measures associated with their PEF plans.

Schools think 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. 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.

St Joseph's Primary have been highlighted in a recent Education Scotland publication, "*Pupil Equity Fund – Looking inwards – outwards and forwards*" as an example of sharing good practice in the effective planning and implementation of PEF. They effectively used PEF to appoint a principal teacher of literacy pedagogy to work in a holistic manner to upskill staff in

literacy approaches and support in classes in order to raise attainment using evidence-based approaches.

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

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 session 75 children have been directly supported, in addition indirect support has also been provided to between 6-10 young people who are looked after in external placements out with Inverclyde.

The Corporate Parenting team bridges the gaps in attainment with the care experienced young people that they work with. They very much focus on the individual needs of the child or young person that they are working with and provide a variety of learning and assessment methods tailored to meet the needs of each child. This often means that children who were struggling to fully engage in their education get the 1:1 support they need to thrive within school, but more often means that young people who were not in school at all, have an opportunity to focus on developing their skills in numeracy and literacy and achieve qualifications that they would otherwise not have achieved.

The Corporate Parenting team offer a nurturing environment in which they will support a young person emotionally as well as assisting them in relation to attainment and addressing barriers to the child's learning. This is extremely important especially as many children and young people have been impacted by the Covid pandemic.

The Corporate Parenting team also play a pivotal role in supporting children and young people transition from primary to secondary education, and also from secondary to college and other positive destination and in preparing young people for interviews for employment and applying for college bursaries. They will often develop relationships with the carers/ parents for the young person and offer very practical assistance to some families.

The CEYP Fund has provided support to the above children enabling them to be digitally included, receive counselling, access Gym passes and equipment. It has also enabled them to attend a variety of community based hobbies such as football, martial arts, dancing and singing lessons and swimming lessons. These activities have resulted in an increase in confidence and self-esteem and in some children and young people a reduction in isolation and improvements in the development of their social skills.

Glossary of terms

Abbreviation	In full
AA	Attainment Advisor
AC	Attainment Challenge
ACEL	Achievement of Curriculum for Excellence Levels
AFC	Action for Children
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
BRL	Building racial literacy
BYOD	Bring Your Own Device
CEYP	Care Experienced Young People
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CMO	Coaching and Modelling Officer
DYW	Developing the Young Workforce
EAL	English as an Additional Language
EO	Education Officer
EPS	Education Psychological Services
EY	Early Years
GIRFEC	Getting it Right for Every Child
HMIe	Her Majesty's Inspectors of education
HOE	Head of Education
HSCP	Health and Social Care Partnership
HT	Headteachers
HWB	Health and Wellbeing
ICOS	Inverclyde Communication Outreach Service
JST	Joint Support Teams
KPI	Key Performance Indicators
LA	Local Authority
MCMC	More Choices More Chances
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework
PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education
QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nations Convention on the Rights of the Child
VHT	Virtual head teacher