



Education Services

Improvement Plan 2022/23



Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2022/23. The first part of this process is the Standards and Quality Report (SQR) for 2021/22. The SQR allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year. A full glossary of terms used can be found at the end of the document.

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

The four priorities of the NIF are:-

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

NIF Drivers

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

Towards Empowerment

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


Inverclyde's Strategic Outcomes for Children and Young People

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

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

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

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

Education Improvement Priorities	NIF Priorities	Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22 Children's service Plan Corporate Directorate Plan	Education strategies/ plans
			
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	ED1: Broad General Education ED3: Leadership in educational establishments and school empowerment	Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy
Closing the attainment gap between the most and least disadvantaged children and young people.	Closing the attainment gap between the most and least disadvantaged children and young people.	ED1: Scottish Attainment Challenge Priority 3: To reduce the inequalities of health and educational outcomes linked to deprivation	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy Community Learning & Dev (CLD) plan
Improvement in children's and young people's health and wellbeing.	Improvement in children's and young people's health and wellbeing.	Priority 2 Mental health and wellbeing are everyone's business and affect all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential.	CLD plan Health & Well Being (HWB) strategy Educational Psychology Improvement plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Improvement in employability skills and sustained, positive school leaver destinations for all young people.		Senior Phase Action plan Additional Support Needs (ASN) action plan
Getting it Right for Every Child (GIRFEC).		ED4 Implement the findings of the Additional Support Review Priority 1: To further embed GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and	Children's Services Plan ASN action plan

		responding to need at the earliest opportunity, with clear, agreed, high quality multi-agency approaches throughout a child's experience.	Educational Psychology Improvement plan
Improving outcomes of care experienced children, young people and their families.		Priority 4: To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.	Children's Services Plan ASN action plan Educational Psychology Improvement plan
1140 hours expansion		ED5: expansion in early learning and child care	Expansion plan

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

Outcomes for learners

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

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Articles 3, 23, 28, 29, 39

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Educational establishments are able to take forward and implement improvements that have a positive impact for learners.	<u>Driver: Leadership</u>			
	A1 Continue to promote and develop the Leadership Pathways in Early Years inc developing links within the West Partnership.	<ul style="list-style-type: none"> • Increase in the percentage of establishments self-evaluating themselves as good or above in NIF returns. 	Education Officer (EO) – AMcL / Quality Improvement Manager (QIM)	2021/22
	A2 Deliver 'Making the Connections' to secondary sector.	<ul style="list-style-type: none"> • Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty's Inspectors of education (HMIe), Care Inspectorate & review reports. 		2021/22
	A3 Continue to provide a bespoke training offer across the Leadership Pathways to ensure that we are responding to the needs of the practitioners including developing a secondary Principal Teacher leadership and management course.	<ul style="list-style-type: none"> • Increase in the number establishments, with members of Senior Management Team (SMT) who have or are completing an internal or external leadership pathways recorded in leadership tracker. 	EO – AMcL	2021/22
	A4 fully implement the peer review programme as part of the revised school improvement framework.		Head of Education (HOE)	
	A5 Extend the Improving Our Classrooms programme to secondary sector.	<ul style="list-style-type: none"> • Increase in attainment figures as outlined in Key Performance Indicators (KPI) below 	HOE and EOs	During 2021/22

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p><u>Driver: School Improvement</u></p> <p>A6 Agree stretch aims with all Primary and Secondary schools by June 22 and monitor progress throughout 2022/23.</p> <p>A7 Publish revised authority Pupil Equity Fund (PEF) guidance.</p> <p>A8 Deliver Career Long Professional Learning (CLPL) on the school improvement cycle throughout 2022/23 alongside the publication of a clear school improvement framework document.</p> <p>A9 Review Cluster working held over from 2021/22.</p> <p>A10 Further develop incorporating S1 – 3 in effectively tracking the Broad General Education (BGE).</p> <p>A11 Create a data strategy to ensure a consistent approach to data collection, interrogation, and links to improving progress.</p> <p><u>Driver: Parental engagement</u></p> <p>A12 Implement the revised Parental Engagement Strategy.</p> <p>A13 Build on recent improvements and creative approaches to further develop communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.</p>	<ul style="list-style-type: none"> Tracking and annual review of stretch aims will show that attainment is rising against each measure and that the poverty related attainment gap (PRAG) within each is closing. Increase number of schools reporting positive impact of change in SQRs All establishment attendance for 2022/23 further improves to above 2021 outcomes; gap between Scottish Index of Multiple Deprivation (SIMD) 1&2 and 3 – 10 further diminishes. Cluster review completed with proposal for further development included in plans for 23/24 – ongoing evidence of cluster work and impact in establishments' SQRs. Establishments report increased engagement with authority Parental Engagement Strategy. Parental Engagement/ Family learning training sessions evaluated highly Increase in number of parents registered to use ParentsPortal. Evidence of increased engagement of parents in planning for improvement through sharing of stakeholder views and PEF spend consultation in establishment improvement plans 	<p>HOE Attainment Challenge (AC) Project lead EOs Attainment Advisor Principal Psychologist (PEP) AC data team</p> <p>EO - EM</p> <p>EO - EM</p>	<p>By June 2022</p> <p>By Aug 2022</p> <p>During 22/23 By Aug 22</p> <p>By Dec 22</p> <p>During 22/23</p> <p>By Dec 22</p> <p>By April 23</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
		<ul style="list-style-type: none"> • Maintain and increase attendance at, engagement in and positive evaluation of Parent Council meetings and other parent events • Establishment SQRs and peer reviews indicate increased engagement and impact as a result of parental engagement, involvement and family learning. 		
All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum	<p>Driver: Leadership</p> <p>A14 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.</p> <p>A15 To intensify support for targeted schools focusing on recovery and closing the poverty related attainment gap.</p> <p>A16 To provide opportunities for collaboration supporting the sharing of good practice.</p>	<ul style="list-style-type: none"> • Progress towards stretch aims for each school and the Local Authority (LA) overall will be in track • The PRAG continues to close in comparison to June 2022 achievement of Curriculum for Excellence levels (ACEL) and Scottish Qualifications Authority (SQA) outcomes • Role of Recovery Associates continues to be highly evaluated by primary school leaders • School leaders report positive on collaboration improvement models in place and impact is clear 	AC Project lead	By June 2023
	<p>Driver: school improvement</p> <p>A17 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners (Link to the Senior Phase Action Plan curriculum workstream).</p>		HOE EOs	During 22/23
	<p>Driver: Teacher professionalism</p> <p>A18 Support Class Teachers in the effective deployment of PSAs staff to maximise impact on pupil attainment</p>		AC lead EP team Recovery Associates	During 22/23

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p>A19 Continue to develop the PSA role in accessing and implementing evidence-based interventions to support pupil recovery</p> <p>Driver: Assessment of pupils</p> <p>A21 Continue with the development and training of BGE data in secondary.</p> <p>A22 Support Early Years (EY) establishments to incorporate the steps needed to use the dashboard within their improvement plans.</p> <p>A23 Create a data strategy to refine the use of data and increase digital literacy skills of practitioners and SMT in schools.</p>	<ul style="list-style-type: none"> Evidence via school reviews and school SQRs of improvements to development and impact of support staff Support staff highly evaluate learning programme and report improved confidence / skills via Professional Review and Development (PRD) process. Progress towards stretch aims for each school and the LA overall will be in track The PRAG continues to close in comparison to June 2022 ACEL and SQA outcomes Evidence via school reviews and school SQRs of improvements to moderation / assessment 	<p>EOs EM AC Project lead</p>	<p>By June 23</p>
<p>Improve in the quality of digital literacy and learning in every establishment</p>	<p>Driver: Leadership</p> <p>A24 To use digital tools (website, Forms, Teams) to further enhance awareness of and access to pedagogical approaches covered by the Coaching and Modelling Officer (CMO) team.</p> <p>A25 To prepare for and engage with central Government's commitment to a 1:1 device programme for pupils.</p>	<ul style="list-style-type: none"> Ongoing progress of the directorate digital strategy 2021 - 25 Schools can evidence improvements in digital pedagogy through school reviews and SQR Increased number of establishments engaged in and achieving the digital schools award Role of digital champions clearly defined and having impact as above 	<p>HOE EO – Digital</p>	<p>By June 2023</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p>A26 Carry out improvements to the school Bring Your Own Device (BYOD) network to allow better access for pupils and staff using their own devices.</p> <p>A27 Refresh of staff devices along with associated training.</p> <p><u>Driver: Teacher professionalism</u></p> <p>A28 Where appropriate, move towards more in-person training.</p> <p>A29 Continue to develop the Inverclyde Digi site in order to provide a central, up-to-date resource for the digital development of staff.</p> <p>A30 Effective deployment of Inverclyde's new, in-house Promethean trainers.</p> <p>A31 Prepare for the Digital CMO's return to substantive post by engaging with key digital practitioners across Inverclyde to deliver appropriate training.</p>	<ul style="list-style-type: none"> • CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs • Schools can evidence improvements in digital pedagogy through school reviews and SQRs • Increased number of establishments engaged in and achieving the digital schools award • CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs • Digi site usage is increased and being accessed and used by staff 		By June 2023

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>Improve the pedagogical experiences for pupils across EYs, P1 and P2:</p> <ul style="list-style-type: none"> • Play pedagogical approaches progress across Early into First Level • P1 staff and leaders engage with Realising the Ambition and this is evident in practice • Increase curricular/pedagogical approaches across early level • Parents of Early level learners engaging in play at home • Increased leadership capacity to assure quality and support play pedagogy in all schools 	<p><u>Driver: Leadership</u></p> <p>A32 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</p> <p>A33 Ensure that there is analysis of P1 21/22 outcomes to be clearer on impact of the project</p> <p>A33 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</p> <p><u>Driver: Teacher professionalism</u></p> <p>A34 Continue to ensure that practice and pedagogy across all early years establishments is consistent and progressive</p>	<ul style="list-style-type: none"> • Education Psychological Services (EPS) focus groups and questionnaire will show class teachers and PSAs will have increased confidence and knowledge in the delivery of play pedagogy from 2021 baseline • Headteachers (HTs) will report through SQRs of quality play in line with Realising the Ambition in P1 in all schools. • Most schools will offer the same level quality of experience in P1 • Strengthen collaboration around transitions, including curricular transitions, will be evident across all EY and primary schools • Class teachers report more effective curricular transitions for all learners in school. • CMOs will report engagement of all professional learning from all P1 & as a minimum, P2 staff. • As a minimum, P2 staff in schools will implement play based learning in the classrooms • Coaching and modelling officers will report engagement of all professional learning from all EY staff. • Parental workshop attendance in each school is attended by the majority of parents in Early Years, P1 & P2 • Evaluations of sessions are rating 4/5 or above for increase confidence and parents are able to identify how they can support play in the home. HTs will report via EPS focus groups and questionnaires a continual increase in confidence and 	<p>Strategic Play Pedagogy group inc QIM, PEP, Attainment Advisor (AA) CMOs</p>	<p>By June 2023</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
		<p>knowledge in play pedagogy and in addition what progression would like across and within the levels.</p> <ul style="list-style-type: none"> • Heads of EY and schools will report an increase in their ability to assure the quality of play pedagogy. • LA visits will indicated that play pedagogy is in place and implementation is progressing in all schools from EY to at least P2. • Class teachers report pupil engagement of all learners for most of the school day. • Attainment levels in P1 & P2 will be recovered/increased from 18/19 data in all schools. • Referrals to nurture classes in Primary 1 & 2 continue to reduce from 2021 baseline. 		

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

Outcomes for learners

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All gaps reduced back to or reduced further, in relation to 2019 ACEL as part of ongoing recovery process

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG</p> <p>Please refer to the Strategic Equity Fund (SEF) Plan 2022/23 in the associated appendix (PDF Document)</p>	<p><u>Driver: leadership / school improvement</u></p> <p>B1 Implement Year 1 of the SAC Refresh plan and Further develop Years 2 – 4 of the strategic plan in line with the <i>“Framework for Recovery and Accelerating Progress”</i></p> <p>B2 Identify clear Stretch aims as well as 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)</p> <p>B3 Create a Data Strategy to support all staff in effectively using the datasets we collect (link to A23)</p> <p>B4 Continue to provide support and challenge in relation to PEF Budget setting, monitoring and identification of impact – PEF guidance published including clear outline of budget monitoring process</p>	<ul style="list-style-type: none"> SAC refresh plan post year 1 will be clear and agreed Stretch aims agreed and progress is being made towards them Schools can evidence impact via attainment outcomes and SQRs 2022/23 Data strategy published and being implemented – greater consistency in the use of data across all schools PEF guidance published and being fully implemented Overall PEF underspends are reduced in comparison to June 22 	<p>HOE, AA, AC Project leader</p> <p>HOE, AA, AC Project leader EOs School Business Officers</p>	<p>By April 23</p> <p>By Dec 22</p> <p>By Aug 22</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>Gaps between pupils in SIMD 1&2</p> <p>and 3-10 continue to reduce at</p> <p>least in line with previous</p> <p>Achievement of Curriculum for</p> <p>Excellence level (ACEL) data</p>	<p>Driver: Parental engagement</p> <p>B5 Review the offer of Family Learning available for children and families</p> <p>B6 SAC and CLD to engage with North Ayrshire Family Learning programme to improve the service offer within Inverclyde</p> <p>B7 To continue to work with the family Support Worker service in meeting the needs of targeted children and families.</p> <p>B8 To increase opportunities for face/face support for children and families as restrictions ease</p> <p>B9 To access additional funding to upscale the service provision across other Directorates within Inverclyde Council</p>	<ul style="list-style-type: none"> Schools can evidence impact via outcomes and SQRs 2022/23 ACEL and SQA outcomes show that gaps from 2022 have been reduced and are at least in line with 2019. Evaluations and feedback from parents show evidence of positive engagement 	<p>AC Project leader CLD Service Manager</p> <p>Link with key partners e.g. Barnardo's via AC CLD team</p>	<p>By June 2023</p>

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

Outcomes for learners

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

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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Pupil Health indicators improve in relation to the HWB survey of 2018/19	<p><u>Driver: Leadership / school improvement</u></p> <p>C1 Continue to build on the good practice established with the secondary Personal and Social Education (PSE) network, working in partnership with the West Partnership</p> <p>C2 Roll out and use the results of the 2022 HWB survey to identify HWB priorities at a local level</p> <p>C3 Continue to have mental wellbeing and substance misuse as the key areas of focus for HWB, with an increase in pupil voice</p>	<ul style="list-style-type: none"> Ongoing evidence of the work of the PSE network via schools' SQRs Actions from HWB survey identified and shared Further evidence of impact on lowering instances of substance misuse 	Education Officer / AM CLD Service Manager	By Dec 2022 During 22/23
Support and provision for pupils mental health and wellbeing continues to improve	<p><u>Driver: Leadership / school improvement</u></p> <p>C4 Re-negotiate of the Key Performance Indicators for 2022-23.</p> <p>C5 Develop the Referral process to the multiagency triage system will be augmented through the purchase of an electronic portal.</p> <p>C6 P7-S1 project will run for a second year with a target increase to 30 pupils.</p>	<ul style="list-style-type: none"> Improvements made to 2022 Action For Children (AFC) annual report e.g. increased percentage of referrals being made and pupils receiving counselling etc Refer to community mental health plan KPIs 	HWB project manager, PEP, Action for Children Barnardos/ Inverclyde Communication Outreach Service (ICOS)	By June 2023

	<p>C7 Continue to the roll out of the Cygnets Programme.</p> <p>C8 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.</p>			
<p>Reductions in reports of incidents of bullying in comparison to the HWB survey of 2018/19</p>	<p><u>Driver: Leadership / school improvement</u></p> <p>C9 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.</p> <p>C10 Review and agree clear policy and protocol on monitoring of racist incidents</p> <p>C11 Continue to review approaches to further evolving existing approaches to Mentors in Violence Prevention (MVP) and support all secondary schools to develop this</p>	<ul style="list-style-type: none"> Incidents of reported bullying decrease Clear policy and protocol in place Incidents of reported racist incidents decrease from 2021 baseline 	<p>PEP</p> <p>HOE / SEEMIS Officer</p> <p>CLD service manager, EO (AM) and Secondary HTs</p>	<p>By April 23</p> <p>By April 2023</p> <p>Throughout 22/23</p>

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

Create a strategic governance group to monitor the Senior Phase Action plan				
Outcome	Actions	What will success look like?	Timescale	Key personnel
Overarching strategic governance of employability pathways in place	<ul style="list-style-type: none"> Establish a strategic group to include key internal partners from different council departments and key external partners to oversee the direction, policy and procedures for managing senior phase and pathways into sustained positive destinations. 	<ul style="list-style-type: none"> Group established Meeting frequency agreed Map of groups who support young people from school into positive destinations created 	September 2022 October 2022	<ul style="list-style-type: none"> HOE EO – Senior Phase Council Directorates Skills Development Scotland (SDS) Local Employability Partnership College Developing the Young Workforce (DYW) West

Developing the Young Workforce and Employability workstream				
Data within the 16+ data hub is updated at key points throughout the year. This information is shared with key partners to support planning of interventions and the development and delivery of appropriate courses to increase the number of young people in positive, sustained destinations.	<ul style="list-style-type: none"> Data continues to be regularly sent out to key staff within school and local authority. Summarised data is sent to key partners to help support planning of support and delivery. Mechanism is in place to alert relevant partners of a young person who is at risk of leaving without a positive destination. Termly meetings are held to discuss leaver information and long term positive destination strategy. 	<ul style="list-style-type: none"> All key data will be held for young people in S3 and upwards in the data hub. Meetings will have been held once per term with each school and minutes recorded. Offer available to young people at post school transition points will be appropriate leading to increased positive sustained destination measures. Young people identified as high risk of leaving without a positive destination have had targeted interventions which lead to positive, sustained destination. 	<p>Ongoing for data uplift</p> <p>September 2022/December 2022/February 2023</p> <p>Ongoing by August 2023</p> <p>Ongoing September 2022/December 2022/February 2023</p>	<ul style="list-style-type: none"> EO – Senior Phase More Choices More Chances (MCMC) School SMT SDS DYW Coordinators Cluster
Employability programme is in place in schools and staff are confident to support young people in finding a positive, sustained destination, post school	<ul style="list-style-type: none"> Employability expectations are in place, defining what employability skills young people will have at key stages. A programme of work for 3-18 careers links, through PSE and supported within the wider curriculum, to support employability skills and development of Career Education Standards. Career Long Professional Learning is delivered to staff on using labour market information to inform the course offer in school. This will be supported by further CLPL on alternative qualifications that are available to be delivered. Opportunities to involve employers in the curriculum are being established by DYW Co-ordinators, with the possibility of work experience placements. Learner journeys have been created, showing the in-school offer and how this links to the post school offer. 	<ul style="list-style-type: none"> Pupils will be clear on employability skills they have. Course plans for PSE and the wider curriculum will include opportunities to develop employability skills. CLPL will have been delivered and an increase in alternative qualification offer will start to be seen in school options booklets. Employers will be actively involved in working with schools. Overtime, employers will report that young people are better prepared for the world of work. 	<p>January 2023</p> <p>September 2023</p> <p>March 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> DYW Coordinators/ DYW school leads School SMT SDS
Parents are better informed on the Senior Phase offer in Inverclyde Schools and the different journeys available to access post school destinations.	<ul style="list-style-type: none"> Engage with parents to better understand the gaps they have in their understanding of learner journeys and the varied pathways into employment. Create content in various media for parents to explain the learner journey in partnership with DYW Co-ordinators, SDS, College, MCMC. 	<ul style="list-style-type: none"> Parents will report in evaluations that they have a better understanding of the Senior Phase offer and the learner journey to access post school. 	<p>June 2023</p>	<ul style="list-style-type: none"> EO Senior Phase Education Development and Arts Team Leader DYW Coordinators

Curriculum Design workstream				
Outcome	Actions	What will success look like?	Timescale	Key personnel
Review the Senior Phase offer to establish a plan for aligning the curriculum with labour market information and latest thinking on curriculum design.	<ul style="list-style-type: none"> Establish a group to undertake a collaborative enquiry to explore the senior phase offer including the impact and implementation of recent reviews to agree the vision for the Senior Phase vision and offer will be moving forward. The following actions should be delivered by the workstream and any sub-groups that require to be established: <ul style="list-style-type: none"> Work in partnership with the college to review school/college partnership and explore validated self-evaluation on progression of pedagogy. Work in partnership with Local Employability Partnership, DYW West and SDS to explore opportunities to increase training provider's availability. Engage with other local authorities to seek out best practice around Senior Phase curriculum offer and design. Review consortium arrangements and establish where technology could be used to deliver courses across the authority. Engage with Education Scotland for guidance and support with the review and curriculum design. Engage with the West Regional Improvement Collaborative Senior Phase working group to share good practice. 	<ul style="list-style-type: none"> Working group will be established. Ongoing meetings and discussion on direction of senior phase – informing other working groups on tasks to take forward. Identify additional sub-groups for this workstream. Vision for Senior Phase offer will be established Calendar of regular meetings with college team, HQ staff and school staff created Education represented at Local Employability Partnership Regular meetings with DYW West Regular meetings with SDS Opportunities for HQ staff and school staff to engage/visit other local authorities/schools. Findings shared with relevant working group. Case study and review on year one of remote classroom Education Scotland supporting sessions at working groups or Head's meetings. 	<p>September 2022</p> <p>Ongoing - June 2023</p> <p>September 2022</p> <p>Ongoing throughout the academic year</p> <p>Ongoing throughout the academic year</p> <p>Ongoing throughout the academic year</p>	<ul style="list-style-type: none"> EO – Senior Phase Working group DYW West SDS College Education Scotland Regeneration team

ASN pathways workstream				
Outcome	Action	What will success look like?	Timescale	Key personnel
Create learner journeys which include pathways for young people with Additional Support Needs.	<ul style="list-style-type: none"> Create a workstream to review provision and offer for those with ASN. Continue to engage with ASN leaders at the ASN leader's forum to highlight the variety of learner journeys post school that are available. Work with partners to create opportunities for young people with ASN to engage with college and employers to provide improved transitions into appropriate and sustained post school destinations. 	<ul style="list-style-type: none"> Workstream will be established. Workstream will audit current offer and destinations of young people from Inverclyde with ASN. Report on provision in other Local Authorities. Create an overview of the pathways that could be made available. ASN leaders will have increased awareness of the variety of pathways available to young people with ASN. This will result in increased numbers of ASN pupils securing training or employment post-school, on top of the usual college offer. Increased links with businesses and organisations able to offer placements for pupils with ASN during the school year. 	<p>September 2022</p> <p>February 2023</p> <p>June 2023</p>	<ul style="list-style-type: none"> Workstream SDS MCMC DYW West Health and Social Care Partnership (HSCP)

E: Getting it Right for Every Child

Outcomes for learners

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

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Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Outcomes for all pupils with ASN improve	<u>Link to ASN action plan</u>			
	<u>Driver: Leadership and school improvement</u>			
	E1 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	<ul style="list-style-type: none"> New Education officer in post with a clear remit in place Evidence of improved implementation of LA ASN policy and protocols via presentations to ASN forum School reviews and SQRs also evidence improvements Quality of Wellbeing assessments continue improving at ASN forum 	HOE / new EO	By Oct 2022 By April 2023
	E2 Deliver CLPL on Wellbeing Assessments to ASN Leaders		PEP / EO	During 22/23
	E3 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.	<ul style="list-style-type: none"> Guidance on high quality single agency planning published ACEL data shows improvement in outcomes for ASN pupils 	PEP / EO	By Oct 2022
	E4 Learning from the emerging practice in relation to Joint Support Teams (JSTs) 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.	<ul style="list-style-type: none"> Review of JSTs / SQRs shows successful implementation and emerging impact e.g. quality of ASN forum submission improves / sampling of HWB assessments 	PEP / EO	By June 2023
	E5 Social Worker in School project to be fully evaluated around its two main KPIs – reductions	<ul style="list-style-type: none"> KPIs met in full 	PEP	By June 2023

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p>in referrals to statutory levels/agencies and improved engagement in education.</p> <p>E6 Carry out a review of existing Speech and Language Contract with a view to established adjustments to service delivery model for Aug 2023</p> <p>Driver: teacher professionalism</p> <p>E7 Offer more opportunities for cluster working for ASN Leaders for topics such as transition.</p> <p>E8 Implementation of the ICOS reviews recommendations including variations to service delivery e.g. CMO type approaches as well as further training offers</p> <p>E9 The new Additional Support for Learning (ASL) policy (2022) will be taken to the Education, Communities and Organisational Development Committee in September 2022 for approval.</p> <p>E10 Publicise and implement the Scottish Attainment Challenge training offer from the Educational Psychology Service for session 22-23</p> <p>E11 Offer a bespoke package of training in attachment theory and practical advice for practitioners and leaders from August 22</p>	<ul style="list-style-type: none"> New ways of working and contract delivery agreed ready for adjustments for delivery Evidence of increased cluster working by ASN leaders Progress of ICOS service plan ASL policy published and being implemented – evidence via ASN forum and EO tracking of effective implementation by establishments High uptake of offer and quality evaluations High uptake of offer and quality evaluations / Improved quality of HWB assessments – decrease in referrals linked to attachment High uptake of offer and quality evaluations / school leaders report increased confidence 	<p>Education Manager (Early Years) and Education Officer (Inclusion)</p> <p>EO</p> <p>PT ICOS and EO</p> <p>EO</p> <p>PEP / AC leader</p> <p>EO / consultant trainer</p> <p>PEP</p>	<p>By Jan 2023</p> <p>By April 2023</p> <p>By April 2023</p> <p>By Sept 2023 and during 2022/23</p> <p>By April 2023</p> <p>By April 2023</p> <p>By April 2023</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p>E12 Offer training on the implementation of the Scottish Government's Transgender Guidance (2021).</p> <p>E13 Support the English as an Additional Language (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</p> <p>E14 Offer interactive sessions reading the dyslexia pathways to participants in session 2022-23.</p> <p>E15 Continue to offer to link with parent representatives.</p> <p>E16 Provide support to ensure each cluster has an approach to the use of the Dyslexia Pathway.</p>	<ul style="list-style-type: none"> Review complete and actions agreed Schools reporting increased confidence in supporting EAL pupils / outcomes improving Evidence of dyslexia pathways in place across all schools / clusters 	<p>HT St Columba's / EO</p> <p>PEP</p>	<p>By Oct 2022</p> <p>By April 2023</p>
Pupils' rights / United Nations Convention on the Rights of the Child (UNCRC) are being met in all establishments	<p><u>Driver: Leadership and school improvement</u></p> <p>E17 Ongoing support for schools to prepare for updated plans from Scottish Government as we move toward incorporation</p>	<ul style="list-style-type: none"> Schools implementing LA guidance – evidence from SQRs / reviews that this is in place Challenges to schools / LAs re rights not being met are low / resolved 	HOE	By April 23

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Approaches to ensuring equality are improved through enhanced leadership approaches	<p><u>Link to C5</u></p> <p><u>Driver: Leadership and school improvement</u></p> <p>E18 implement actions of inclusion curriculum group in writing, delivering and evaluation of S2 Trans-Atlantic Slave trade topic</p> <p>E19 Continue to respond to Scottish Government working group outcomes in relation to anti-racist education and race equality – deliver inclusive curriculum conference and support schools / cluster to review curriculum content</p> <p>E20 Support schools to develop work around building racial literacy (BRL) – promote and support schools engaging in Education Scotland BRL programme</p>	<ul style="list-style-type: none"> Establishment leaders' report improved knowledge and confidence in relation to race equality School curriculum incorporates local history projects / inserts School curriculum are reviewed in order to ensure that equality and diversity are clearly addressed, in particular race equality / anti-racist education Pupils report improved learning experiences and knowledge in relating to race equality 	HOE / EO (EM)	By June 2023

F: Improving outcomes of care experienced children, young people and their families.

Outcomes for learners

UNCRC
Articles 3, 23, 28,
29, 39

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Improved outcomes for Care Experienced Young People (CEYP) across all establishments	<u>Link to Priority 4 CSP</u>			
	<u>Driver: Leadership and school improvement</u>			
	F1 Carry out a review of the Corporate Parenting Team, as part of the new Virtual School	<ul style="list-style-type: none"> Review complete and actions in place 	VHT	By Sept 2022
	F2 review existing approaches and establish revised systems and processes to closely monitor the progress of all Care Experienced Young People (CEYP) in all establishments alongside the role of the Virtual Head teacher (VHT)	<ul style="list-style-type: none"> Systems established and implemented – outcomes for CEYP show improvements 	HOE / VHT	By April 2023
	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	<ul style="list-style-type: none"> Attendance of all CEYP improves in comparison to 2021 percentages 	HOE / VHT / HTs	By April 2023

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