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**Education Services**

**Improvement Plan 2023/24**

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# 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 2022/23. 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 five priorities of the NIF are:-

* Placing the human rights and needs of every child and young person at the centre of education
* 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.

In the plan below the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children’s rights a golden thread throughout the plan.

**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:

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| * **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 Education Officer SIP oversight group which also tracks the progress of the plan at regular intervals throughout the year and will feed into the wider Children’s Services Plan. The group meets at least four times a year to collate progress made, identify emerging impact 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 2023-26. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

For our 2023-26 Children’s Services Plan we have identified four key outcomes

* **Outcome 1: Children, young people and families are listened to and their views are instrumental in designing and delivering services**
* **Outcome 2: Children and young people’s health and wellbeing is promoted and improved**
* **Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families**
* **Outcome 4: Children, young people, families and services work together to reduce inequalities**

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| **Education Improvement Priorities** | **NIF Priorities** | **Partnership Plan**  **Council plan**  **Committee Delivery and Improvement Plan**  **Children’s Service Plan** | **Education strategies/ plans** |
| Placing the human rights and needs of every child and young person at the centre of education | Placing the human rights and needs of every child and young person at the centre of education | CP theme 1  CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services |  |
| Improvement in attainment, particularly in literacy and numeracy. | Improvement in attainment, particularly in literacy and numeracy. | CP theme 1  ED1: Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan  ED3: ICT will support a more flexible, responsive and sustainable approach to delivering learning and teaching in schools.  ED4: Provision for Secondary Gaelic Education in Inverclyde will be established. | Digital Strategy  Literacy Strategy  Numeracy Strategy  Play Pedagogy strategy  Parental Engagement Strategy  Education Improvement framework  Leadership strategy  Gaelic plan |
| 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. | CP theme 1  CSP Outcome 4: Children, young people, families and services work together to reduce inequalities  ED5: Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education. | Scottish Attainment Challenge (SAC) plan  Digital Strategy  Literacy Strategy  Numeracy Strategy  Play Pedagogy strategy  Parental Engagement Strategy  Education 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. | CP theme 1  CSP Outcome 2: Children and young people’s health and wellbeing is promoted and improved | 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. | CP theme 1  ED6: Pathways for Senior Phase pupils will be enhanced. | Senior Phase Action plan  Additional Support Needs (ASN) action plan |
| Getting it Right for Every Child (GIRFEC). |  | CP theme 1  CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services  ED2: Targeted services for vulnerable children will be delivered to support the achievement of the priorities in the Inverclyde Children’s Services Plan | Children’s Services Plan  ASN action plan  Educational Psychology Improvement plan  Family wellbeing hub plan |
| Improving outcomes of care experienced children, young people and their families. |  | CSP Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families | Children’s Services Plan  ASN action plan  Educational Psychology Improvement plan |

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

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| **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.**  Link to outcome 1 and 4 of the children’s’ service plan | **UNCRC**  **Articles 3, 23, 28, 29, 39** |

| **Outcomes** | **Actions** | **How will we know we have had impact?** | **Who is Responsible?** | **Timescale** |
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| **Educational establishments are able to take forward and implement improvements that have a positive impact for learners.** | **Driver: Leadership**  **A1** Launch the service’s Education Improvement framework alongside year 2 of the peer review programme evolving it in line with ongoing feedback and evaluation.  **A2** Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all  **A3** Further develop models for cluster working as part of the above curriculum development strategy  **A4** Development of Gaelic GME secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25  **A5** Introduce an early year’s network called the “Take 30 Pathway” for all EY staff to support the sharing and development of effective practice | * Increase in the percentage of establishments self-evaluating themselves as good or above in NIF returns from 92 – 95% * 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 – increase from 92 – 95%. * Vision and strategy are stablished and clear to all – evident in SIPs for 24/25 * Strategy aligns with emerging developments from Education reform programme * Related CLPL programme in place for 24/25 * Subject to formal consultation a GME provision will be established ready to operate from August 2024 * Improvements in practice across early years provision is evidenced through ind establishment’s own QA as well as through external review i.e. CI / ES and own internal peer review programme | Head of Education  Education Officer  HOE and EOs  P’ship with Education Scotland  HOE  EO – EM  QIM  EO - AM | By Sept 23 and throughout 23/24  By April 2024  By April 2024  By April 2024 |
| **All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum** | **Drivers: School Improvement / teacher professionalism / assessment of children’s learning**  **A6** Roll out the Literacy Strategy, with a focus on the highly effective teaching of reading.  **A7** Further develop Inverclyde’s vision for play, aligned to the West Partnership Principles for Play.  **A8** Provide support to senior leaders to ensure the ongoing implementation of established tools which support planning and assessment, further strengthening the implementation and sustainability of play in P1, P2 and P2/3.  **A9** Further develop data strategy by:   * Piloting Early Years dashboard with identified Early Years establishments * Reviewing support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete * Working with Secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and Senior Phase data   **A10** Continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog and the section on the WP hub re training for PSAs as a training tool for establishments | * Evidence of increased impact on reading outcomes in participating schools * Evidence of improved learning and teaching in participating schools through peer review and internal S and Q reporting * A clear and shared vision for further development work is in place alongside a self-evaluative framework * All primary schools have completed self-evaluation linked to their play journey identifying key next steps for 2024/25 * Support materials are supporting improvement and having an impact on outcomes at both early level and across level 1 P1 – 2. * Evidence of improved assessment processes linked to data tracking and monitoring resulting in improved outcomes across pilot ELCs * Stretch aims agreed in line with revised national guidance / approach * Agreed approach to tracking and monitoring adopted across all secondary schools; early signs at agreed tracking periods of improved assessment linked to improved outcomes across S1 -3 * Ongoing evidence through work of AC, Peer review programme and establishments own QA processes of the effective impact of the work of PSA staff in meeting pupils’ needs. | Attainment Challenge (AC) Project lead  Quality Improvement manager (QIM)  Play strategy group  QIM  QIM  AC project leader  AC project leader  EOs – AS / EM  AC project lead  Educational psychology team  Education officers | By June 2024  By Dec 2023  By April 2024  By April 2024  By April 2024  By Sept 2023  Throughout 2023/24 and by June 2024  By April 24 |
| **Improve in the quality of digital literacy and learning in every establishment** | **Driver: Leadership**  **A11** Establish the Digital Strategy Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy. | * 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 * CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs | HOE EO – AS | By June 2024 |

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

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| **Outcomes for learners** | **UNCRC**  **Articles 3, 23, 28, 29, 39** |

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

Link to outcome 4 of the children’s service plan

| **Outcomes** | **Actions** | **How will we know we have had impact?** | **Who is Responsible?** | **Timescale** |
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| **SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG**  **Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data** | **Driver: leadership / school improvement / parental engagement**  **B1** Review SEF Years 2 – 4 planning based on current data and evidence  **B2** Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable  **B3** To review the referral process for access to the Family Support Worker service (Bernardo’s) to ensure timely interventions that meet children and family’s needs  **B4** Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund) | * SAC refresh plan post year 2 will be clear and agreed * Stretch aims, inc core and core plus, agreed for 23/24 and progress is being made towards them * Schools can evidence impact via attainment outcomes and SQRs 2023/24 * Data strategy moving to embedded – greater consistency in the see of data, particularly across early years and BGE S1 – 3. * Data processes updated to improve referral process to FSW * Termly updates indicate more streamlined referral process – decrease in families requesting crisis support * There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff. * For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point. * Children and young people accessing the service will report improved wellbeing using a variety of measures. * Adults accessing the service will report an improved sense of agency using a variety of measures. | HOE, AA, AC Project leader  HOE, AA, AC Project leader  EOs  School Business Officers  AC Project leader  PEP  CSWO | By June 23  By Sept 2023  By Sept 2023  By April 2024  By April 2024  By April 2024 |

# C: Improvement in children’s and young people’s health and wellbeing (HWB)

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| **Outcomes for learners**  **Pupils’ health and wellbeing indicators improve with a particular focus on mental health** | **UNCRC**  **Articles 3, 23, 28, 29, 39** |

Link to outcome 2 of the children’s service plan

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| **Outcomes** | **Actions** | **How will we know we have had impact?** | **Who is Responsible?** | **Timescale** |
| **Pupil attendance improves for all, closer to pre-pandemic levels.** | **Driver: Leadership / school improvement / parental engagement**  **C1** Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group | * Attendance strategy launched and in use – found in evidence via Peer Review process as well as ongoing EO visits / SIPs * Weekly tracking shows improved levels of attendance for all establishments in comparison to 22/23 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%) | Depute Principal Ed Psych (JJ)  SAC project manager  Attainment Advisor | By Oct 2023  During 23/24  By June 2024 |
| **Support and provision for pupils’ mental health and wellbeing continues to improve** | **Driver: Leadership / school improvement / teacher professionalism**  **C2** Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss policy  **C3** Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through PSE leads and identify further actions that need to be taken.  **C4** Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools. | * Establishments involved are able to evidence their overall strategy and provision for supporting pupils with Bereavement, Change and Loss e.g. achieving charter mark status * A clear picture is established with themes identified and shared with key stakeholders. Actions and next steps are identified and can be found in future planning. * Agreement reached with secondary school leaders about use of MVP and related CLD support for 2023/24 * Emerging impact in relation to anti-social behaviour incidents | EO – AM  EO – AM  HOE and EOs  CLD Service manager | By April 2024  By Dec 2023  By Sept 2023 |
| **Reductions in reports of incidents of bullying in comparison to figures from 2021 - 23** | **Driver: Leadership / school improvement**  **C5** Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations. | * Incidents of reported bullying decrease from 2022/23 baseline * Revised policy and protocol for recording of incidents in place * Incidents of reported racist incidents decrease from 2022/23 baseline | PEP  HOE / SEEMIS Officer | By April 24  By April 24  By June 2024 |

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

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| **Outcomes** | **Actions** | **How will we know we have had impact?** | **Who is Responsible?** | **Timescale** |
| **Improve the overall percentage of young people achieving a positive and sustained destination in comparison to the 2022/23 SLDR %** | **Driver: School Leadership, School Improvement, Assessment of children’s progress**   1. Updated Action plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Work Force workstreams. 2. Continue to review the curriculum offer in school and in partnership with college to ensure appropriate courses are in place and progression pathways are available. 3. Grow the range of vocational and work-based courses on offer through increased partnership working with the college and other agencies. 4. Re-establish subject networks to allow Principal Teachers and teaching staff the opportunity to collaborate on curriculum design. 5. Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements. 6. Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26. | * All schools will offer a range of qualifications which will include those that are assessed internally including National Progression Awards. * Courses on offer from the college will be aligned to the offer in school, reducing duplication, allowing improved progression pathways. There will also be an increased offer to reflect the labour market in Inverclyde and neighbouring regions such as the introduction of courses in Care. The number of young people participating in a Foundation Apprenticeship will increase from previous session. * Average number of tariff points that young people leave school with will increase from previous sessions. * Attendance figures in the senior phase will increase. * Subject networks will be established and have met with agenda and minutes shared; leaders attending will evaluate positively and be able to identify impact in their schools | * Secondary HTs * EO – Senior Phase * Governance Group * West College Scotland | By September 2023  By December 2023  By December 2023  By October 2023  By December 2023  Ongoing by June 2024 |
| **All young people with Additional Support Needs, Care Experienced Young People or other barrier will be supported into a positive and sustained destination** | **Driver: School Leadership, School Improvement, Assessment of children’s progress**   1. Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools. 2. Provide appropriate training to school staff who will be responsible for this. 3. Develop parent friendly materials to support families preparing for young people leaving school. | * Every school will have offered an event to support moving to a post school destination for young people who require an enhanced transition. * Number accessing support materials will be high through dedicated council mini site. * Feedback from parent user groups will show an increasing confidence in navigating the post school offer. | * Secondary HTs * ASN Leaders * PT Guidance * EO – Senior Phase/Inclusion * Ed Psych * HSCP | By September 2023  By October 2023  By November 2023 |
| **Young people are aware of the employability skills necessary for the world of work and the different pathways available to secure positive sustained destinations.** | **Driver: Teacher Professionalism, School Leadership, School Improvement, Parental Engagement**   1. Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum. 2. Increase number of schools who have SCQF Ambassador status. 3. Revise guidance documents for schools on supporting leavers 4. Create marketing toolkit for schools to use for young people who have left school via a non-traditional route. | * Attendance at CLPL events will show high engagement * Evidence of skills being linked to curriculum will be evident in planning. Pupils will be able to articulate this during school reviews. * All secondary’s will be registered as SCQF Ambassador Schools. * All school will be using the school leaver guidance documents and consistency will be seen during leaver review meetings. * Social media posts will have generated engagement on the range of offers and routes to post school destinations. * The Annual Participation Measure and Initial School Destination figure will show an increase from previous year. | * All establishments * EO – Senior Phase * SDS * MCMC | Ongoing by June 2024  By June 2024  By August 2023  By December 2023 |

# E: Getting it Right for Every Child

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| **Outcomes for learners**  **The needs of all learners are met, ensuring that they make progress and achieve** | **UNCRC**  **Articles 3, 23, 28, 29, 39** |

Link to outcome 1 of the children’s service plan

| **Outcomes** | **Actions** | **How will we know we have had impact?**  **(how and where)** | **Who is Responsible?** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Outcomes for all pupils with ASN improve** | **Driver: Leadership, school improvement, teacher professionalism, assessment of children’s learning**  **E1** Ensure that all establishments have a clear plan in place to ensure that practice and provision is trauma informed  **E2** Implement the single agency pupil assessment and planning document  **E3** Relaunch of Promoting Positive Behaviour training alongside a refreshed delivery model  **E4** Review the missing pupil policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support  **E5** Continue to build and develop the PT ASN network  **E6** Introduce a leadership pathway for aspiring DHTs to support them with leading ASN  **E7** Review and develop the service offer from Lomond View with a focus on preventing pupils requiring out of authority placements  **E8** Link the review of LVA to a wider strategic needs analysis of ASN provision across the authority  **E9** Implement new model of speech and language Service Level Agreement  **E10** Develop ASN support groups for parents including ongoing support at key points of transition (Link to work of ASIG and CSP)  **E11** Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Building Racial Literacy programme | * All establishments are able to evidence where they are on their trauma informed journey and what plans they have in place to develop this further inc annual service agreement with Ed Psych * Reduction in referrals to the ASG seeking support due to increased capacity to support in establishments – baseline to be taken at end of 22/23 once a term of ASG meeting has been in place. * All establishments are implementing the new single agency pupil assessment and planning; evidence through submissions to the ASG and ASNMF that this is being done to a good standard and in line with policy * Increased number of trainers from within education service * Reduction in the number of critical incidents due to staff’s increased skills in de-escalation by 10% on end of 22/23 baseline * A revised missing pupil policy will be in place * A refreshed weapons protocol is in place * Clear protocol for inter agency communication re anti-social behaviour in place * Reduction in number of missing pupils and anti-social incidents * Pupils affected receiving the correct package of support * All PTs leading on either ASN provision or services are attending, engaged and evaluating positively; evidence from ongoing QA of provision and services of improvements to quality * Participants report increased knowledge and confidence of ASN legislation and practice supporting their leadership of ASN / ASL policy in current and future posts * A clear service offer is agreed and in place * Pupils and families report their needs are being better met via service review * A report on wider ASN provision and needs is complete including key recommendations * Evaluations and impact of the iCan CLPL and implementation are positive * Reduction in referrals to SLT * A programme for support groups is agreed and in place * Evaluations of the groups by stakeholders is positive * All establishments can evidence how they are addressing approaches to anti racist education within their curriculum with leaders reporting improved knowledge and confidence in relation to race equality * Pupils report improved learning experiences and knowledge relating to race equality | PEP / EO - VS  PEP / EO - VS  EO - VS  EO - VS  EO - VS  EOs – VS and AM  EO – AM  PEP  HOE  EO – VS  PEP  VHT  HOE  EO - VS  QIM  EO - VS  HOE  EO - EM | By Dec 2023  By April 2024  By June 23  By April 24  By August 23  By April 24  Throughout 23/24  By April 2024  By Sept 2023  By April 2024  By Jan 2024  By April 2024  By Oct 2023  By April 2024  By April 2024 |

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

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| **Outcomes for learners**  Link to outcome 3 of the children’s service plan | **UNCRC**  **Articles 3, 23, 28, 29, 39** |

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| **Outcomes** | **Actions** | **How will we know we have had impact?**  **(how and where)** | **Who is Responsible?** | **Timescale** |
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| **Improved outcomes for Care Experienced Young People (CEYP) across all establishments** | **Driver: Leadership and school improvement**  ***\*refer to Virtual School Improvement plan 23/24***  **F1** Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education  **F2** Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP  **F3** Continue to utilise the role of the Virtual head in leading aspects of the Children’s Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice  **F4** Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners. | * Clearer and shared understanding of how CEYP funding is being used through development of a guidance document. * Reporting process on impact of funding to CE Fund oversight group in place * Dashboard in place and being used by Virtual School * Outcomes for CEYP are improving both in attainment and progress at key tracking points throughout the year * Outcomes for 23/24 across all measure show improvement for CEYP * Further improved information sharing between services including individual offers of support / provision resulting in the right support at the right time i.e. improved outcomes * Improved attendance for all CEYP in particular less CEYP with attendance below 50% | VHT  AC project lead  Reviewing Officer – JS  VHT  AC project lead  VHT  VHT | By April 2024  By June 2023  By April 2023  By April 2023 |

# Appendix 1: Glossary of terms

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| **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 Nationals Convention on the Rights of the Child |
| VHT | Virtual head teacher |

# Appendix 2: Education Service Maintenance agenda 23/24

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

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| **Previous target / next step** | **Officer Responsible** |
| * Increase participation in Improving Our Classrooms and Improving Our School. Introduce Improving Our Departments to secondary schools. * Continued focus on Coaching, aiming to run a further 2 cohorts of the inter-authority Coaching for Success programme next year. | AM  AM  AM |
| * Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap | MC |
| * Continue to support and monitor the implementation of the revised PIE strategy * Continue to develop ways to encourage greater engagement of Parent Council   Chairs at authority events | EM |
| * Ongoing promotion of the use of ParentsPortal | AS |
| * Incorporate the Recovery Associate model within the SEF Head Teacher meeting providing opportunities for support and challenge through collaborative working in establishment family groupings * Continue to use data to effectively provide intensive support to establishments through the Outreach programme * Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice | MC |
| Continue to refresh computers including a small-scale refresh of EY machines using desktops recovered during refresh and critical user devices for Senior Leaders and admin teams  Continue to develop a digital CLPL programme for session 23/24 | AS |
| * Continue to develop leadership of play pedagogy across all early year’s establishments and Primary Schools developing this across all levels. * Continue to engage in inter-authority working to develop best practice in play, through work with West partnership and our Inter-authority trio. | YG |

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

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| **Previous target / next step** | **Officer Responsible** |
| * Continue to provide intensive support to establishments based on data with a focus on early intervention * Continue to work effectively with partners to support children and families across Inverclyde * Continue to support establishment with their PEF planning * Continue work with Barnardo’s to review the referral processes ensuring early interventions and appropriate signposting to relevant support services * Continue to support Barnardo’s through the development of an action plan to improve the “readiness to learn” of children in targeted families | MC  MC  MC  MC  MC |

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

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| **Previous target / next step** | **Officer Responsible** |
| * Continue to develop the Wellbeing Service with Action for Children as the provider during 2023-24. * Continue with the CYPCMHW programme will continue into 2023-24 with funding similar to 2022-23 * Continue to promote and support access to Kooth - Mental Health Support website for all 16 -25 yrs olds Continue to monitor the recording of racist incidents and link to work being done around the inclusive curriculum | LR / MR  LR  AM |

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

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| **Previous target / next step** | **Officer Responsible** |
| * Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum. * Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available. * Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways. * Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents. | AS  AS  AS  As |

## E: Getting it Right for Every Child

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| **Previous target / next step** | **Officer Responsible** |
| * EPs will continue to support educational establishments in their development of the JST structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health & Social Care Partnership (HSCP) will also take place to see how they can support the roll out. * Maintain and update the ASL policy * The training in relation to supporting transgender pupils will now become a rolling programme with an offer to staff twice per year. * There will be an ongoing offer of liaison with parental representatives in relation to dyslexia. An interactive session will take place with staff who have questions re the Pathways. * Continue to engage in national developments in relation to REAREP and Education Scotland | LR  LR / VS  LR  LR  MR / EM |

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

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| **Previous target / next step** | **Officer Responsible** |
| * Continue to work in partnership with the promise team to promote and embed the key messages from the Promise in all education establishments and across the partnership | SC |