

Inverclyde council

Education Services

Improvement Plan 2017/18



Introduction

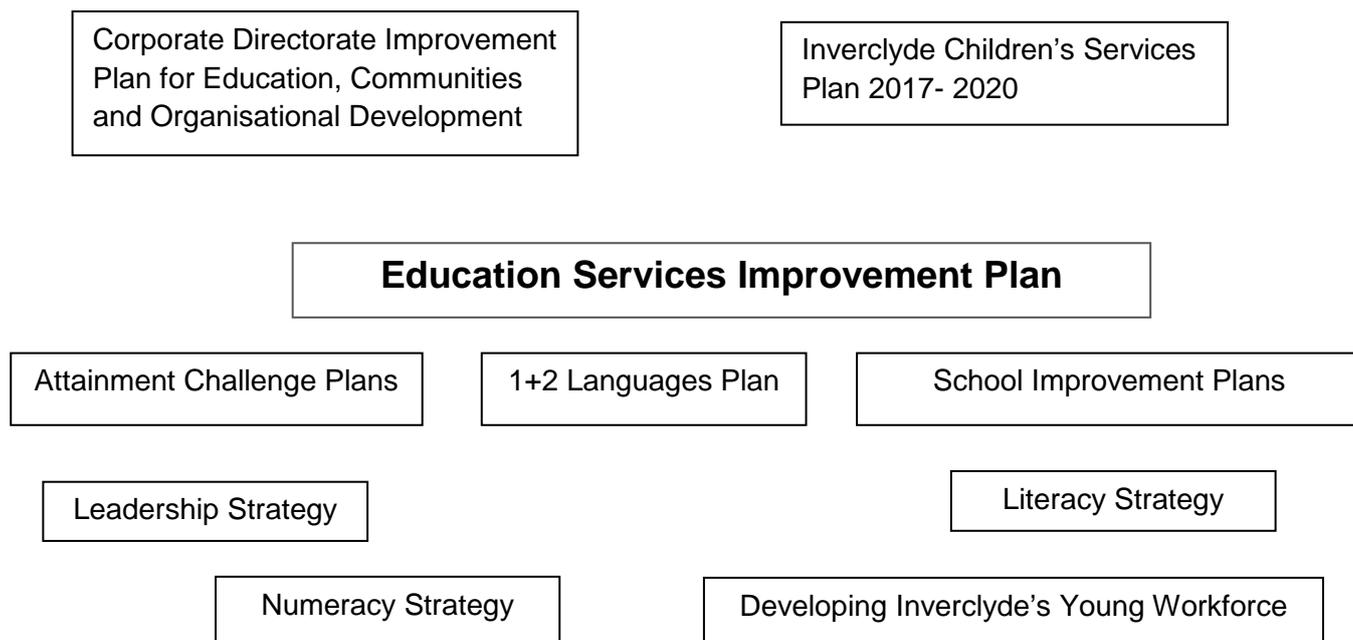
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2017/18. The first part of this process is the Standards and Quality Report for 2016/17. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

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

The four strategic 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.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children's Services Plan 2017/20. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:



Inverclyde's Strategic Priorities

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 ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**
- **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 employment.**
- **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 which is a sub-group of the Best Start in Life group. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.

School/Establishment Leadership

The Quality and Impact of Leadership within schools and at all levels

Outcomes for learners

Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.

The next steps we identified as part of our self-evaluation

- Implement and evaluate the leadership strategy.
- Continue to develop a structured programme to support teachers who are actively seeking promotion.
- Implement the findings of Scottish Social Services Council 'Enabling Leadership Capacity' for the early years sector.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • Launched the Inverclyde leadership strategy. • Identified training pathways for those seeking promotion. • Increased the leadership courses offered in Inverclyde. • Continued to increase the number of teachers and head teachers who have undertaken courses that meet the requirements for headship. 	<p>Head of Education</p> <p>Attainment Challenge lead officers</p> <p>Quality Improvement Officer with responsibility for leadership</p>
<ul style="list-style-type: none"> • Developed an early years leadership pathway 	Early Years QIO
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge. • Corporate Directorate Improvement plan. • Integrated Children's Services Plan 2017/20. • Attainment Challenge Workstreams. • Inverclyde's GIRFEC Pathways Policy and Procedures. 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> • School/establishment HMIe and Care Inspectorate inspection reports. • Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change. • Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship. • Number of senior managers in Early Learning and Childcare with BA Childcare Practice. • How staff are undertaking professional development to meet the standards for Leadership and Management. • Local authority school /establishment reviews. 	
<p>Success Criteria:</p> <p>All teachers who are actively seeking promotion will be known and appropriate training opportunities identified.</p>	

Teacher Professionalism

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

Outcomes for learners

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

The next steps we identified as part of our self-evaluation

- 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.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff who are experiencing work-related stress.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • Delivered a comprehensive programme of Continuing Professional Development (CPD) for teachers and support assistants linked to raising attainment and reducing the attainment gap. The programme will be closely linked to the work of Attainment Challenge and will support schools in their use of the Pupil Equity Funding. 	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> • Revised the learning, teaching and assessment policy. 	Head of Education Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> • Worked with our leaders to ensure that programmes of learning visits result in effective feedback to secure continuous improvement. 	Quality Improvement Team
<ul style="list-style-type: none"> • Alongside the teaching unions, produced guidance for all staff about managing work-related stress. 	Local Negotiating Committee of Teachers
How does this link to other plans?	
<ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Integrated Children's Services Plan 2017/20. • Corporate Directorate Improvement Plan. 	

Evidence we gather:

- School/establishment HMIE and Care Inspectorate inspection reports.
- Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- Number of senior managers in Early Learning and Childcare with BA Childcare Practice.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school reviews.

Success criteria:

All observed lessons should be satisfactory or above with the majority being judged as good or above.

We will have reduced the number of teachers who are absent due to work-related stress.

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families, professionals and wider partnerships work together to support children's learning.

Outcomes for learners

Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.

The next steps we identified as part of our self-evaluation

- Continue to take forward the Developing Inverclyde's Young Workforce Programme.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment.
- Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.
- Continue to strengthen joint working with other authorities such as the West Partnership.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • Taken forward the Developing Inverclyde's Young Workforce programme. 	DIYW development officer and More Choices More Chances Team
<ul style="list-style-type: none"> • Through the Attainment Challenge plan continued to take forward a co-ordinated response to family learning and gathered evidence on strategies that have been successful and can be rolled out further. 	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> • Implemented our parental engagement strategy. This includes parental involvement at school level on the school improvement planning and the use of Pupil Equity Funding. 	Head of Education QIO with responsibility for parental engagement
<ul style="list-style-type: none"> • Expanded our pilot in primary schools to move from end of session reporting formats to ongoing reporting to parents on pupil progress. 	Head of Education Quality Improvement Officers
<ul style="list-style-type: none"> • Taken forward the strategic plan for joint authority working through the West partnership of local authorities. 	Director of Education and appropriate officers
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Integrated Children's Services Plan 2017/ 20. • Corporate Directorate Improvement Plan. • Inverclyde's Corporate Parenting Strategy. 	

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicators 2.5 - Family Learning and 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school/establishment reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

Success criteria:

We will establish baseline data on parental engagement in Inverclyde, having undertaken a council wide survey to seek parents/carers views on the quality of partnership working.

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.

Next Steps

- All schools/establishments use moderated assessment information to track and monitor the progress of every child and young person.
- Develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to deliver on our three year Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.
- Continue to take forward and implement the National Improvement Framework.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • Increased the confidence of teacher judgements in the achievement of a level through increased opportunities for moderation. 	Head of Education Quality Improvement Officers with responsibility for moderation and assessment. Quality Assurance Moderation and Support Officers
<ul style="list-style-type: none"> • A consistent system in place to show progression through the Broad General Education in literacy and numeracy. This will be linked to standardised testing information. 	Head of Education Attainment Challenge Data support team
<ul style="list-style-type: none"> • Raised attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding. 	Head of Education Attainment Challenge Numeracy and Maths Team
<ul style="list-style-type: none"> • Raised attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding. 	Head of Education Attainment Challenge Literacy Team

<ul style="list-style-type: none"> Developed a robust tracking system for Early Years. 	<p>Head of Education QIO Early Years Attainment Challenge Data Support Team</p>
<ul style="list-style-type: none"> The Inverclyde framework for Employability Skills used in all of our schools and early years centres from 3-18. 	<p>DiYW Development Officer</p>
<ul style="list-style-type: none"> Produced our first plan and report for the National Improvement Framework 	<p>Head of Education Attainment and Achievement Group</p>
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> Attainment Challenge Workstreams. Integrated Children’s Services Plan 2017/20. Corporate Directorate Improvement Plan. 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3. Data from surveys on health and wellbeing. Senior phase qualifications and awards data. School leaver destinations. Wider achievement awards. Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement. Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children’s Progress. 	
<p>Success criteria:</p> <p>Each success criteria for this driver will have two components. How we will raise the bar for all learners and how we will close the attainment gap linked to deprivation. Whilst all of our targets are ambitious, the targets for pupils in lower SIMD are even more ambitious than the overall targets:</p> <p>In the BGE for maths and numeracy we will increase our average standardised score to 49.3. For pupils in SIMD 1 and 2 we will increase our average standardised score to 47.</p> <p>In the BGE for literacy and English we will increase our average standardised score to 50.2. For pupils in SIMD 1 and 2 we will increase our average standardised score to 48.5.</p> <p>In the senior phase we have selected key areas where we would like to see further improvement. These are:</p> <p>To be 2% above the national average for all pupils achieving National 5 Literacy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 7% above the national average.</p> <p>To be 1% above the national average for all pupils achieving National 5 Numeracy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 9% above the national average.</p> <p>For pupils in S4 achieving 5 National 5s we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1% above the national average.</p>	

For pupils in S5 achieving 3 Highers we aim to be 2.5% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 2.5% above the national average.

For pupils in S5 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1.5% above the national average.

For pupils in S6 achieving 1 Higher we aim to be 1% above the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 3 Highers we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be equivalent to the national average.

For pupils in S6 achieving at least 1 Advanced higher we aim to be 0.5% below the national average.

School Establishment Improvement

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background

Next Steps

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Establish a consistent authority wide data set that can be used across all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.
- Schools are better able to use data to inform improvement through self-evaluation.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • New formats for improvement planning and standards and quality reports in place. • Continued our cycle of school/establishment reviews and worked with leaders to evaluate the standards of learning and teaching across our schools and early years establishments. In particular this will focus on how they are meeting the needs of all learners through effective support and differentiation. 	Head of Education Quality Improvement Team
<ul style="list-style-type: none"> • Agreed and established a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all children and young people and closing the attainment gap linked to deprivation. • Provided training for all schools on how to use data. 	Head of Education Quality Improvement Team Attainment Challenge Data Team
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Integrated Children’s Services Plan 2017 – 20. • Corporate Directorate Improvement Plan. 	

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

Success criteria:

All schools and early years establishments will be able to clearly articulate the attainment profile of their school and identify the improvements they will make in raising attainment for all and closing the attainment gap.

The Development of our Curriculum

Outcomes for learners

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps

- Ensure that all schools/establishments are able to articulate the rationale for their curriculum, including how they show progress for all learners in both the Broad General Education and the Senior Phase.
- Continue to develop the senior phase through enhanced pupil choice.
- Continue to take forward the 1+2 languages initiative.

By March 2018 we will have	Who is responsible?
<ul style="list-style-type: none"> • Provided training for schools about working with the school community to establish a curriculum rationale that is understood by all. • Identified and revised progression frameworks for literacy and numeracy. 	Head of Education – Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> • Increased the individual pathways through the senior phase for young people to achieve a sustained positive employment destination. 	DIYW development officer and More Choices More Chances Team
<ul style="list-style-type: none"> • Continued to deliver our 1+2 languages implementation plan. 	Quality Improvement Manager
How does this link to other plans?	
<ul style="list-style-type: none"> • Attainment Challenge Workstreams • Integrated Children’s Services Plan 2017 - 20 • Corporate Directorate Improvement Plan 	
Evidence we gather:	
<ul style="list-style-type: none"> • Inspection and validated self-evaluation evidence. • Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Improvement and Quality Indicator 3.3 - Creativity and Employability. • Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning. • Learning pathways offered to our children and young people. • Evidence of skills for learning, life and work. • Evaluation of Developing the Young Workforce. 	
Success criteria:	
All schools and early years establishments will be able to articulate the rationale for the curriculum they offer. To reach a target of 95% for positive and sustained destination results for each school in line with the national Raising Attainment for All stretch aim 3.	

Ensuring Wellbeing, Equality and Inclusion

Outcomes for learners

All of our children and young people feel safe and included in our establishments and are achieving their potential.

Next Steps

- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools.

By March 2018 we will have	Who is responsible?
Agreed and established a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all pupils and those with barriers to learning and LAC.	Head of Inclusive Education Attainment Challenge Data Team Establishment link Quality Improvement Officer
Further developed multi-agency partnership working to plan appropriate support provision in line with Inverclyde's GIRFEC Pathway policy and procedures.	Head of Inclusive Education Principal Educational Psychologist
Further reduced levels of exclusions from school for LAC and ASN pupils with particular emphasis on those looked after "at home".	Head of Inclusive Education Educational Psychologists Quality Improvement Manager Establishment link Quality Improvement Officer
Continued to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.	Head of Inclusive Education Educational Psychologists Quality Improvement Manager Establishment link Quality Improvement

	Officer
Raised attainment for learners with barriers to learning in literacy and numeracy through continuing work on the development of appropriate strategies.	Head of Inclusive Education Establishment link Quality Improvement Officer
Raised attainment in National Qualifications for Senior Phase students with Additional Support Needs (ASN) or barriers to learning.	Head of Inclusive Education Establishment link Quality Improvement Officer
Continued to implement the recommendations of the ASN review particularly the development of a Locality ASN Forums.	Head of Inclusive Education Establishment link Quality Improvement Officer
Continued to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.	Head of Inclusive Education MCMC Team DIYW Development Officer
Delivered a programme of Continuing Professional Development (CPD) to build capacity for teachers and ASN/Learning Assistants linked to support and interventions for learners with barriers to learning.	Head of Inclusive Education Educational Psychologists Attainment Challenge Team Barriers to Learning Officer
<p>How does this link to other plans?</p> <p>Integrated Children's Services Plan 2017/20. Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIFEC Pathways Policy and Procedures. Community Empowerment Implementation Strategy</p>	
<p>Evidence we gather:</p> <p>Monitoring of recommendations of ASN forum Evaluation of fulfilment of statutory duties Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Review and evaluation of feedback and data from implementation of ASN Locality Forums Data for LAC and ASN including:</p>	

- Levels of attendance and number of exclusions
- The percentage achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3
- Data from surveys on health and wellbeing
- Senior phase qualifications and awards
- School leaver destinations
- Wider achievement awards

Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement
Collation, review and analysis of Critical Incident returns

Success criteria:

To meet or exceed the national average for attendance for all pupils in Inverclyde.

To significantly reduce the gap between LAC at home pupils and the national average for attendance.

We wish to consistently maintain performance in all measures of attainment for pupils with ASN to be either equal to or above the national average.