

Report To: Education & Communities
Committee

Date: 13 June 2017

Report By: Corporate Director
Education, Communities &
Organisational Development

Report No: EDUCOM/41/17/RB

Contact Officer: Ruth Binks

Contact No: 01475 712824

Subject: Education Services Standards and Quality Report March 2016 -
March 2017 and Improvement Plan 2017-18

1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report (Appendix 1) for March 2016-17 and the Education Services Improvement Plan for March 2017-18 (Appendix 2).

2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. This report and subsequent plan meet the requirement of the new legislation and guidance.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2016 to March 2017 and Improvement Plan 2017-18 are appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools from August 2014 to March 2016. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, inspection reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas where Inverclyde Education Services can improve further and the Improvement Plan details how this will be taken forward.
- 2.3 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. Education Services is fully committed to providing a high quality service which will enable all young people to achieve their full potential.
- 2.4 For greater detail on the performance of any individual school, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report – March 2016 - March 2017 and the Improvement Plan 2017-18.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

The new duties for planning commence on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018. As the Standards and Quality Report for 2015/16 was linked to the NIF drivers, Inverclyde Education Services are in a position to meet the statutory requirements for both planning and reporting against the NIF as described in the new duties of the act.

4.2 This year the annual report is made up of two parts, the Standards and Quality Report and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year.

5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report – March 2016 to March 2017 include:

- Raising attainment in the percentage of pupils who leave our schools with SCQF levels 4 and 5 in literacy and numeracy.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Maintaining our status as one of Scotland's best performing authorities for initial leaver destinations.
- One in 4 of our 15 year olds taking part in the Duke of Edinburgh's awards and being placed in the top five nationally for the overall awards achieved.
- Emerging data that shows we are closing our attainment gap linked to deprivation through the targeted work of the Attainment Challenge.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities 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.

6.0 IMPLICATIONS

Finance

- 6.1 The resource implications fall within devolved school management, Scottish Government funding and authority support to schools.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

- 6.2 This Standards and Quality Report fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

Human Resources

- 6.3 None anticipated.

Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

There are equality implications because of differences in achievement within different sectors of pupils, for example, by deprivation, gender, looked after children etc.

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

- 6.5 The Standards and Quality Report provides a flavour of the high quality of education available in Inverclyde and our ambitious plans for the children and young people in Inverclyde, which may help to make the area a more attractive place in which to live in.

7.0 CONSULTATIONS

- 7.1 None.

8.0 BACKGROUND PAPERS

- 8.1 Appendix 1 Education Services Standards and Quality Report.
- Appendix 2 Education Services Improvement Plan.

Inverclyde council

Education Services

Standards and Quality Report

April 2016 – March 2017



Contents

Foreword

Vision and context

Key Achievements

External Inspection Evidence

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Pupil Progress

School Improvement

The Development of the Curriculum

Ensuring Wellbeing, Equality and Inclusion

Foreword

Welcome to our Standards and Quality Report for the period April 2016 – March 2017.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. This year, the report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. I am delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.



Wilma Bain
Corporate Director

Education, Communities and Organisational Development

Vision and Context

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are 6 mainstream secondary schools in Inverclyde, 20 primary schools and 20 pre-5 establishments or nursery classes. In addition to this, Craigmarnoch School and Lomond View Academy support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. In school session 2016/17 there was 5457 primary school pupils and 4296 secondary school pupils.

Our Wellbeing Outcomes

We have a number of wellbeing outcomes that we wish to achieve for our children and young people. (SHANARRI) These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.

Inverclyde has benefited from significant investment recently as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered, and will continue to deliver, new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2020. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Scottish Attainment Challenge. The Scottish Attainment Challenge is a four year programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2017/18, Attainment Challenge funding will directly support all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-3 in all of our secondary schools. In April 2017, all schools across Scotland were allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Again the purpose of the PEF is to close the attainment gap linked to deprivation. The evidence based learning undertaken through the Attainment Challenge is now being rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools as they take forward their Improvement Plans for 2017/18.

Key Achievements as of March 2017

A few highlights:

- Whinhill Primary School reached the final of the Scottish Education Award for Gaelic Medium Education.
- Inverclyde were invited to lead sessions to share good practice nationally at the Scottish Learning Festival. Sessions included partnership working through the Attainment Challenge, cluster work to take forward science and pupils from St Stephen's High School leading a session on Mentors in Violence Protection.
- One in four of our 15 year olds participate in the Duke of Edinburgh Awards scheme, placing Inverclyde in the top five nationally for achieving awards.
- Over the year primary and secondary pupils have competed in three "Sumdog" mathematics competitions. This is a web based challenge which is greatly enjoyed by pupils. On average over 50 classes participated involving over 1100 pupils answering around 400,000 mathematics questions and getting 85% of those correct. King's Oak Primary School's primary 7 class were presented with a trophy by a representative from "Sumdog" for coming first in one of the Inverclyde competitions.
- The Dragons Den inter-authority competition with Renfrewshire and West Dunbartonshire Councils saw eight Inverclyde teams participate, with Blairmore Nursery School winning best early years Business category and receiving a Social Enterprise in Education award. St Ninian's Primary School has also been awarded the Social Enterprise in Education award.
- All six Inverclyde secondary schools participated in the Young Enterprise Scotland Company Programme. Inverclyde won eight of the regional prizes with St Columba's High School crowned as Best Overall Company.
- Inverclyde schools continue to support Malawi schools 10 years on from when the first partnership was established. Currently 13 of our schools are partnering schools in the Blantyre region of Malawi.
- The Recruit Programme celebrated 10 years, securing jobs for seven students and raising over £10k for Ardgowan Hospice. This means the programme has secured 96 jobs and raised over £100k for the hospice over the last 10 years.
- Inverclyde schools play a key role in sustaining Inverclyde's Fair Trade Zone status.
- Within the authority 25 schools participated in a Science, Technical, Engineering and Mathematics (STEM) challenge event to build a boat and crane with SCDI (Scottish Council for Development and Industry) and Young Engineers Clubs.
- Across Inverclyde, 25 students participated in Mission Discovery - a week long STEM initiative with NASA at the University of the West of Scotland.
- Over 200 senior students from Inverclyde schools attended Inspiring Entrepreneurs evening Masterclass sessions to hear some of the country's most successful business people.
- Over 240 senior students attended recruitment events with local employers.
- This year the senior string orchestra received a first class certificate and came second overall at the Glasgow Music Festival. The junior string orchestra were awarded a Second Class Certificate.
- At the finals of the Scottish Concert Band Festival in Perth, there were Gold Awards for Inverclyde Schools Training Band, Concert Band and Wind Orchestra.

External Inspection Evidence from 16/17

Education Scotland School Inspections 2016/17

During the period April 2016 to March 2017 Education Scotland published inspection reports on four educational establishments in Inverclyde.

Education Scotland's inspection process changed as of August 2016 with a different quality framework and therefore a focus on different quality indicators. There is now a mixture of week long, and shorter two day inspections, which evaluate different quality indicators. Full reports and subsequent actions plans for every inspection are taken to the Education and Communities Committee.

Establishment	Date of report	Improvements in performance	Learners' Experiences	Meeting Learners' Needs	The Curriculum	Improvement through self-evaluation
Craigmarloch School	May 2016	Satisfactory	Good	Satisfactory	Weak	Weak

Establishment	Date of report	1.1 Self-Evaluation for self-improvement	1.3 Leadership of Change	2.3 Learning, teaching and Assessment	3.1 Ensuring wellbeing equity and inclusion	3.2 Attainment and Achievement
Inverkip Primary School	May 2016	No grades were awarded as this inspection was part of a trial by Education Scotland. The report was very positive in all aspects.				
St Ninian's Primary School	December 2016		Satisfactory	Satisfactory	Satisfactory	Satisfactory
Ardgowan Primary School	February 2017	Very Good				Good

From April 2016 until March 2017 the Care Inspectorate visited five early years' establishments. Our centres continue to perform well.

Establishment	Date of inspection	Quality of care and support	Quality of environment	Quality of staffing	Quality of Management and Leadership
Binnie Street Children's Centre	August 2016	Very Good	Not assessed	Not assessed	Very Good
Glenbrae Children's Centre	September 2016	Very Good	Not assessed	Not assessed	Very Good
Larkfield Children's Centre	January 2017	Very Good	Good	Not assessed	Not assessed
St. John's Primary School Nursery Class	February 2017	Good	Very Good	Good	Good
Wellpark Children's Centre	September 2016	Very Good	Very Good	Not assessed	Not assessed

School/Establishment Leadership

The quality and impact of leadership within schools and at all levels

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.

Last year we said we would:

- Develop a whole authority leadership strategy so that we see increased participation in leadership programmes and Masters level leadership programmes.
- Ensure that the development of leadership remains a key focus of the Attainment Challenge.

Here's how we got on:

Develop a whole authority leadership strategy so that we see increased participation in leadership programmes and Masters level leadership programmes

In addition to the ongoing support networks, this year professional learning communities have been introduced for primary and secondary head teachers. The professional learning communities allow head teachers to focus on and share good practice in learning and teaching. A comprehensive induction programme for newly appointed heads of establishments is now in place through the Quality Improvement Team. This means that newly appointed head teachers are better supported by the authority in the many different aspects of leading a school.

Three head teachers are currently undertaking the Into Headship course which replaced the Scottish Qualification for Headship (SQH). 40 teachers have taken part in the SCEL (Scottish College for Educational Leadership) middle leadership conferences in partnership with Renfrewshire, East Renfrewshire and Glasgow.

A consultative group was formed to inform the development of a leadership strategy and to pilot ideas. The draft strategy was discussed at a heads of establishment conference in November 2016. The strategy is now complete and will be formally launched in May 2017.

86% of senior leaders in early years have achieved the BA Childhood Practice which focusses on leadership in an Early Learning and Childcare setting.

Ensure that the development of leadership remains a key focus of the Attainment Challenge

Two Uplifting Leadership courses were held this year with over 66 staff attending; 25% of those who attended were from Attainment Challenge schools, with the rest from secondary, primary, early years establishments and Education Psychology.

Regular meetings of the Attainment Challenge primary head teachers took place over the year. Head teachers reported back that they find the opportunity to work together and to share best practice invaluable. As a result, similar meetings were set up for primary head teachers who are not currently leading Attainment Challenge schools and again, the feedback has been very positive. Although secondary head teachers also meet regularly as a group, a series of new meetings has been introduced to focus solely on the Attainment Challenge.

Evaluation of leadership in Inverclyde Education Services

At authority level, there has been a complete change of the senior leadership team over the last two years. Feedback from schools states that they feel the support from the authority and strategic direction remains strong. Head teachers report that they have seen a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at head teacher meetings. Head teachers also feel that they have benefited from a very clear direction from the senior leadership team.

There has been a big turnover of head teachers in the authority, but commendably the outcomes for pupils continue to improve. Within the past year, depute head teachers (DHTs) as well as head teachers have been part of the peer team undertaking whole school reviews led by the QIT. Feedback from the DHTs and head teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice.

The following support networks are now in place to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early years sector heads meetings.
- Primary DHT network meetings.
- Secondary Principal Teacher (PT) subject meetings.
- Primary PT meetings.
- A professional learning community for Attainment Challenge primary head teachers.
- A professional learning community for primary head teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary head teachers.

Leadership has been developed at Masters level in partnership with the University of Glasgow. 22 class teachers are studying the Masters unit “Developing as a Leader” and 7 promoted staff are studying the masters unit “Building a Professional Learning Community”. The quality of leadership in Inverclyde remains strong, with all of our senior leaders buying into professional leadership opportunities. Head teachers work with each other and the local authority in a collegiate and supportive manner. We have seen increased participation in the take up of leadership development opportunities and have been able to recruit strong leadership teams to our schools. Sampling of parents’ and teachers’ views during school reviews showed that most staff and parents think that their school is well led. During most school reviews the leadership and vision of the head teacher to ensure improved outcomes for pupils was identified as a key strength.

What do we hope to achieve in the future?

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.

Next Steps

- **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.**

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.

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/establishments of HGIOS?4, HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Local authority self-evaluation visits and school reviews.

Last year we said we would:

- Roll out training, across the authority, which has been shown to have had an impact in Attainment Challenge schools.
- Ensure that authority led learning activities are fully linked to our improvement planning cycle.
- Continue with training for the Named Person Service for Getting It Right For Every Child (GIRFEC).

Here's how we got on:

Roll out training, across the authority, which has been shown to have had an impact in Attainment Challenge schools

Last year saw many successes in the roll out of training across the authority for all establishments and authority-wide training is now linked to the improvement planning cycle. We were able to build upon the success of the early work undertaken in Attainment Challenge primary schools and very quickly disseminate training across the authority. A professional learning community was set up for primary head teachers who are not part of the Attainment Challenge and all primary head teachers now have the opportunity to meet regularly to share best practice.

Ensure that authority led learning activities are fully linked to our improvement planning cycle

The main training programmes for learning and teaching offered across the authority have been predominantly delivered by the Attainment Challenge team. The training has included Visible Learning – which focusses on approaches to learning and teaching, Scottish Early Arithmetical Learning (SEAL) – focussing on maths, dialogic and reciprocal teaching for active literacy, and Uplifting Leadership to develop approaches to leadership at all levels. Over the last year, 324 places out of 522 (62%) at authority-wide professional learning sessions delivered by the Attainment Challenge team were attended by class teachers from schools who were not focus schools for the Attainment Challenge. 69 places out of 147 (43%) at authority-wide professional learning sessions for support staff were attended by staff from schools who are not focus schools for the Attainment Challenge. Bespoke sessions were also offered to newly qualified teachers (NQTs) and to early years practitioners. As we believe that the quality of learning and teaching in the classroom will make the biggest difference to the attainment gap linked to deprivation, we will continue to have a relentless focus on high quality training to support the development of our teachers and support staff.

Continue with training for the Named Person Service for Getting It Right For Every Child (GIRFEC)

SEEMIS wellbeing application training took place involving 254 people and this is now being used in all schools to take forward wellbeing assessments, action plans and children's plans. Training was also held for all heads of establishments in the Inverclyde GIRFEC Pathways and multi-agency approaches to wellbeing. Through careful strategic planning and guidance, we feel that schools are now in a very good position to take forward GIRFEC.

Evaluation of teacher professionalism in Inverclyde

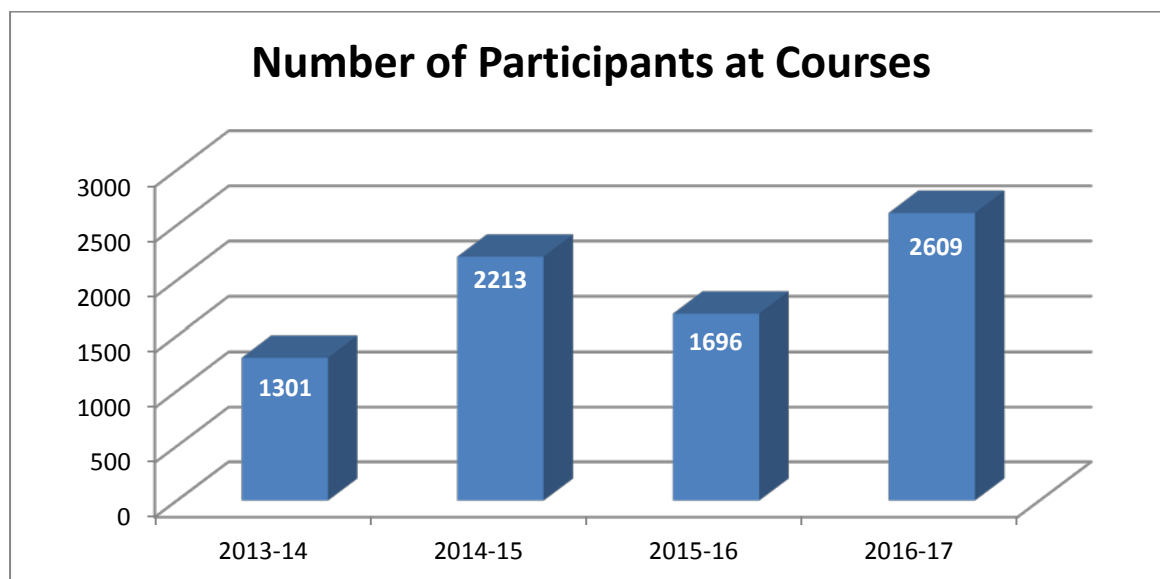
Newly qualified teachers

Our NQT programme remains a key strength in Inverclyde. All NQTs in 2015/16 met the Standard for Full Registration in June 2016 and are now registered to teach in our schools. Feedback from our probationers indicates that they continue to find the courses offered worthwhile and that they are well supported by the Quality Improvement Officer and in schools.

Career long professional learning opportunities

We have seen an increased use of the Gateway system to record and reflect on professional learning opportunities for teaching staff. The GTCS requires teachers to be signed off for Professional Update on a five year rolling programme. To date we have had a 100% sign off for teachers in Inverclyde.

The graph below shows an increase in the amount of staff accessing courses hosted by Inverclyde. These courses are now more effectively targeting key strategic priorities. In a climate where it is difficult to get supply staff to cover teachers while they attend training events, this shows the creative nature in which the authority has adapted the professional development on offer and the commitment of our teaching staff to their continuous professional learning, many of them attending courses at the end of the school day, during weekends or during annual leave.



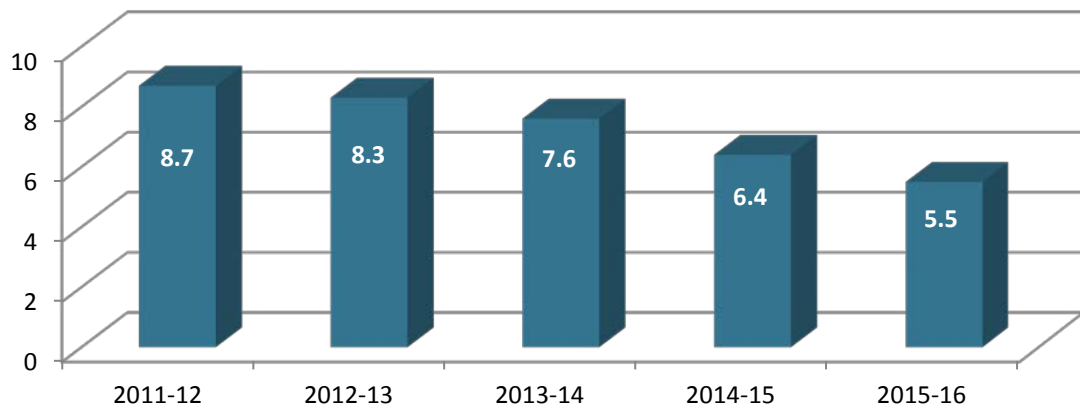
Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service. Managers and practitioners in the early years sector access the comprehensive programme alongside bespoke early learning professional development.

We consider the opportunities for professional learning to be a key strength in the primary and early years sector. With the recent development of the Secondary Attainment Challenge this will be expanded into the secondary sector for the academic year 17/18. The development opportunities offered, now need to more consistently impact on the quality of teaching in the classroom and children's progress and achievement. The school reviews undertaken during 2016/17 judged most lessons observed to be of a satisfactory standard or better but still identified inconsistency in the quality of learning and teaching within schools and across the authority. Whilst the commitment of staff to supporting improvements in our schools was identified as a key strength, improving the consistency of learning and teaching remains a key priority for all schools.

Sickness absence of teachers

As part of a national strategy, Inverclyde Education Services continues to work alongside the trade unions to tackle issues of workload and to decrease unnecessary bureaucracy that could lead to work-related stress. As part of the recent Government review to tackle bureaucracy, Inverclyde was judged to be in the best possible category for supporting teachers and it was found that the authority had been proactive in providing support and guidance to minimise workload demands for staff in our schools. It is important that we monitor the attendance of our teachers as well as that of our pupils. The sickness absence rate for teachers fell for the fourth consecutive year in 2015/16 and compares favourably to other parts of the Council. However, when comparing the incidents of work-related stress to other parts of the Council, teachers compare less favourably, with an average of 0.21 days lost per teacher in relation to a Council wide figure of 0.13 days. This indicates that further work should be undertaken to reduce teacher absence linked to work-related stress.

Days lost to sickness absence (teachers)



What do we hope to achieve in the future?

Outcomes for learners

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

Next Steps

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.

Parental Engagement and Partnership Working

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

Evidence we gather:

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

Last year we said we would:

- Take forward the Developing Inverclyde's Young Workforce programme.
- Ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment.
- Revise the parental engagement strategy.

Here's how we got on:

Take forward the Developing Inverclyde's Young Workforce programme

A successful partnership has been formed working with Developing the Young Workforce West Regional Group to support the implementation of the local plan. The Developing Inverclyde's Young Workforce (DIYW) partner steering group (made up of representatives from education, colleges, employee development and businesses) oversees the development and delivery of the local DIYW plan and meets on a bi-annual basis. We have continued to strengthen the partnership with West College Scotland and our schools to develop vocational learning, including 340 young people undertaking vocational programmes and 24 young people taking up foundation apprenticeships. Employers have supported a number of events in relation to employability which have been open to all of our secondary schools. 240 young people attended events hosted by the NHS, Glasgow Training Group and Ferguson Marine. New business partnerships were generated to support the Dragon's Den entrepreneur programme which was available to pupils from early years establishments, primary and secondary schools. Over 120 young people attended the Taste of Industry event which was held, engaging 20 hospitality, travel and tourism sector partners. Schools have introduced senior phase work placements particularly in S6, increasing the number and range of employer partners supporting schools. A successful construction partnership programme has been introduced in some of our schools.

Ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment

Through focussed work in the Attainment Challenge schools we have made significant progress in developing a co-ordinated response to family learning. Inverclyde have increased the reach of family learning clubs and holiday lunch clubs. These activities provide further opportunities for targeted interventions from a range of partners. We have developed and continue to develop approaches to information sharing between partners and third sector agencies. This year has seen a 15% increase in self referrals to Barnardo's Family Support Workers. The support is easily accessible within the families' community and the partnership work has increased parental engagement in schools. Community Learning and Development (CLD) workers have compiled a suite of activities from which schools can self-select appropriate interventions to support target cohorts of families. Between January and March 2017 CLD Family Support Workers have engaged with 123 parents/carers who are now classified as learners, 68% are living in SIMD 1+2.

Revise the parental engagement strategy

The revised parental engagement strategy is making progress in a changing context. A series of initial discussions have taken place and through these discussions it quickly became evident that this area of work needs to be part of a wider Inverclyde approach and strategy to developing partnerships with parents. The context and landscape for this work has changed significantly over the year and will continue to change as a result of the national review of the Parental Involvement Act (Scotland) 2006, recently published draft guidance for the NIF and the recent Scottish Government Governance Review. A working group consisting of parents, teachers, support staff and young people has now been tasked with bringing together the results of consultations thus far and will produce a final version of our new draft Parental Engagement Strategy Paper 2017, which will be discussed with relevant stakeholders between August 2017 and December 2017.

Evaluation of parental engagement and partnership working in Inverclyde

Partnership working remains strong across Inverclyde, with family learning remaining a key focus for our Attainment Challenge. In addition, a creative and ambitious programme of 'Five to Thrive' has been implemented across Early Year's services in Inverclyde in partnership with Barnardo's Scotland and Kate Cairns Associates. The approach has helped practitioners gain an appropriate awareness of the science of brain development and the skills required to develop creative, individualised work programmes for children and families. The approach is currently being evaluated and is showing positive impact on children and families.

Partnerships and communication with parents

Teachers and school leaders have been able to access two additional courses connected to the development of parental engagement partnerships. Twelve school leaders revisited how to work effectively with school Parent Councils. 16 members of staff also recently completed a SCEL accredited course on 'Engaging Families in their Children's Education'.

We have Parent Councils in all of our schools and attendance at the authority Parent Councils' representatives meetings has continued to grow, with opportunities to participate in discussions about many aspects of our schools. This has included:

- The cost of the school day.
- DIYW.
- The allocation and use of Pupil Equity Funding.
- The Integrated Services Schools Inspection.
- The introduction of Credit Unions.
- The process of the statutory consultation for placing requests and school transport
- A comprehensive overview of the legislation underpinning educational governance delivered by the Corporate Director for Education, Communities and Organisational Development.

The Community Learning and Development (CLD) Youth Work Service has developed its range of programmes for parents and carers with the aim of supporting their children's health and well-being. Three sessions including cyber-safety, drug awareness and healthy eating have been delivered at parents' meetings within primary and secondary settings and also community venues throughout the authority. This year has seen specific health related issues regarding substance misuse being challenged through informative workshops within secondary school settings which were delivered in partnership with CLD and Police Scotland.

Our early years centres have developed very strong partnerships with parents and reviews of early years centres continue to identify this as a key strength. We will continue to develop our engagement with parents, taking into account the expectations of increased parental engagement through the NIF.

Partnership working

Employer partnerships with schools remain strong in Inverclyde with all of our schools engaging with employers. The local authority DIYW Development Officer represents Inverclyde on a number of national partner groups/forums. The Development Officer continues to ensure effective communication between all interested parties and makes regular presentations in relation to Vocational Learning, Foundation and Modern Apprenticeships to parents/carers within secondary schools.

Inverclyde continues to work well and has strong partnerships with other local authorities, the Scottish College for Educational Leadership (SCEL) and Education Scotland. We are now part of the West Group of authorities formed to share practice including moderation processes, middle leadership and early learning and childcare 1140 hours developments. Our involvement in national developments include national hubs for improving literacy and numeracy, regular meetings with other Attainment Challenge authorities and cross authority training opportunities. Officers represent Inverclyde on appropriate professional groups such as the Association of Directors of Education Scotland (ADES) and we are well represented on national working and

steering groups. We maintain a close link with our Associated Lead Officer and Attainment Advisor from Education Scotland, receiving advice and guidance from them and in turn contributing to training events at a national level.

Partnerships with Active Schools

The partnership working with Active Schools continues to work well with increasing participation in activities and sessions on offer. Notable features include:

An increase in the amount of sessions offered over the last three years:

2013	2014	2015
2878	3050	3359

An increase in the number of pupils participating in the sessions:

2013	2014	2015
63,106	66,202	75,062

An increase in people delivering sessions:

2013	2014	2015
236	276	322

What do we hope to achieve in the future?

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.

Next Steps

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.

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.

Evidence we gather:

- The percentage of pupils 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.

Last year we said we would:

- Track and report on attainment through the Broad General Education (BGE).
- Take forward literacy and numeracy strategies to raise attainment for all pupils.
- Close our gap in attainment linked to deprivation.
- Take forward the National Improvement Framework.

Here's how we got on:

Track and report on attainment through the BGE

In June 2016, teacher judgements for pupil progress in literacy and numeracy in the BGE were collated at authority level for the first time. The Scottish Government collated data submitted by authorities and the results were published on Parentzone on a school by school basis. This was the first time attainment in the BGE had been collated nationally and, because the data varied across schools and authorities, the data was published as experimental. Whilst Inverclyde had worked with head teachers and schools to ensure that systems and processes were in place to ensure that the data was collated, it was felt that the data was not yet robust or reliable and further opportunities for moderation of teacher judgements should be sought. This has been helped by the publication of national benchmarks in September 2016. The BGE data shown in this section is the Inverclyde overview of attainment at stages P1, P4, P7 and S3 but it should be noted that the teacher judgements need further moderation. SEEMIS is now in use to track teacher judgements in the BGE and the authority will report on this annually. The Data Officer for the Attainment Challenge has now set up a bespoke spreadsheet to allow all schools to enter and interrogate tracking data three times a year.

This year, some moderation of standards for achievement of level activities has taken place with neighbouring authorities. This joint working provided reassurance that we are making progress with the strengthening of teachers' understanding of standards. Quality Assurance and Moderation Support Officers (QAMSOs) have been identified across the authority for key stages of the BGE for literacy and numeracy. The QAMSOs are being trained by Education Scotland to lead moderation and assessment activities. There is much further scope to embed moderation of assessment activities across clusters, across Inverclyde and across neighbouring authorities.

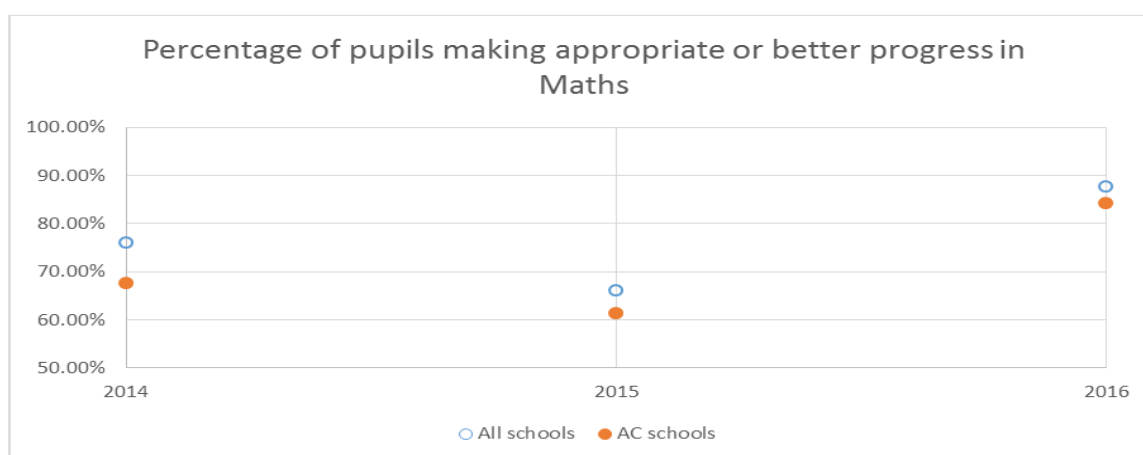
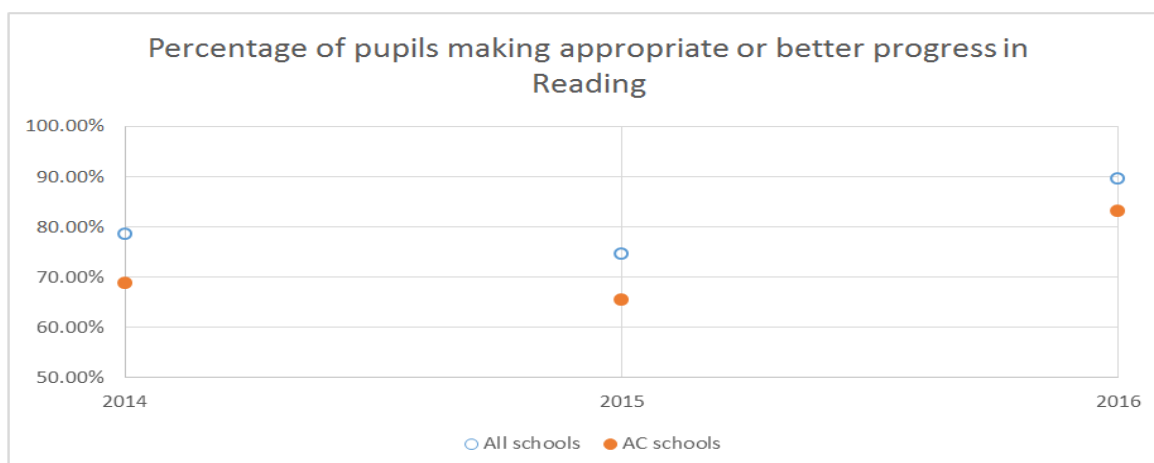
Take forward literacy and numeracy strategies to raise attainment for all pupils

A numeracy strategy was produced in March 2016 and this is being developed alongside emerging national guidance. Primary schools and early years settings are encouraged to use SEAL and Talking about Number strategies to develop staff knowledge about learning and teaching in numeracy. Training sessions for these strategies have been well attended. Next year there is a need to continue with the current training sessions and to expand the approaches into secondary schools. Resources have been purchased and staging post sample tests have been developed to give examples of the types of questions a pupil should be able to answer as they progress through levels. A multi stage literacy group was established to identify best practice in the teaching of literacy. Awareness sessions were held for head teachers around the development of dialogic teaching and approaches to active literacy. A group of skilled practitioners, including Development Officers, head teachers and class teachers have devised a training strategy to take forward professional learning sessions for literacy. Teachers also have the opportunity to visit the classes of teachers who are well versed in active literacy and dialogic teaching.

Close our gap in attainment linked to deprivation

Initial success in closing the attainment gap linked to deprivation has been seen in the targeted pupils in the Attainment Challenge schools. The graphs below show the percentage of pupils who have made appropriate or better progress in reading and maths over the course of P1 in academic year 2015/16. Whilst all pupils have increased in the progress they have made, the graphs show that those pupils involved in the Attainment Challenge have made greater gains than previously. This is only one small measure and should be treated with caution, but it shows emerging evidence that the Attainment Challenge is beginning to impact on the attainment gap linked to deprivation. In the senior phase we continue to perform above the national average compared to deprivation deciles for almost all measures, however our overall attainment gap linked to deprivation is currently similar to the average across Scotland.

Progress in P1 reading and maths



Take forward the National Improvement Framework

We continue to take forward the NIF and the four strategic priorities of the NIF (improvements in attainment in literacy and numeracy, closing the attainment gap linked to deprivation, improvements in children and young people's health and wellbeing and improvements in employability skills and leaver destinations) are at the heart of this report and of our improvement through self-evaluation cycle. Last year, the format of the standards and quality report and subsequent education services improvement plan, was changed to match the NIF drivers. This has placed Inverclyde in a strong position to be able to take forward the recently published statutory guidance for planning and reporting on the NIF. As a result of a consistency of message across the authority and the key drivers for the attainment challenge, this report and subsequent improvement plan meets the requirements for local authorities under the 2000 Standards in Schools Act, as amended by the 2016 Act to publish the first local plan and priorities by August 2017 for school year 2017/18. A working group was set up with heads of establishment to develop a new format for establishment Standards and Quality Reports and Improvement Plans, taking into account national guidance. In June 2017, establishments in Inverclyde will use the new format for the first time.

Evaluation of attainment in Inverclyde

Attainment and achievement remains relatively strong overall in Inverclyde and areas for improvement are highlighted in this report. In the senior phase, SQA results continue to rise, are positive overall and better than virtual comparators across many key measures. Year groups in Inverclyde often attain above both the national average and schools serving similar catchment areas (virtual comparators). This is particularly marked in respect of the lowest attaining 20% of the pupil population in terms of total tariff at the end of S4. However, not all students who choose to stay at school beyond S4 build on this level of attainment and further work needs to be undertaken to ensure all of our young people are making the most of their senior phase of education. In terms of attainment versus deprivation, Inverclyde is performing very strongly against the national picture in regard to children's attainment across a range of SIMD deciles. Through ongoing attainment meetings, schools and the authority have identified attainment in maths to be a key area for improvement across the authority.

How do we perform in the BGE?

In the initial national collation of BGE data, our teacher judgements in the BGE do not show such a strong a performance of attainment in Inverclyde against the national picture as we believe to be the case, especially in the P4 and P7 stages of the primary sector. We anticipate that this is because teachers are too cautious when identifying that a pupil is secure at a level. The publication of national benchmarks to identify what a pupil should be able to do to be secure at a level will help improve the robustness of our assessments. Further work on moderation and assessment is required, especially in the middle stages of primary school. If we compare our teacher judgements and our standardised test against deprivation levels, then both sets of data continue to show that whilst most pupils make expected improvements, our attainment gap widens as pupils progress through primary school.

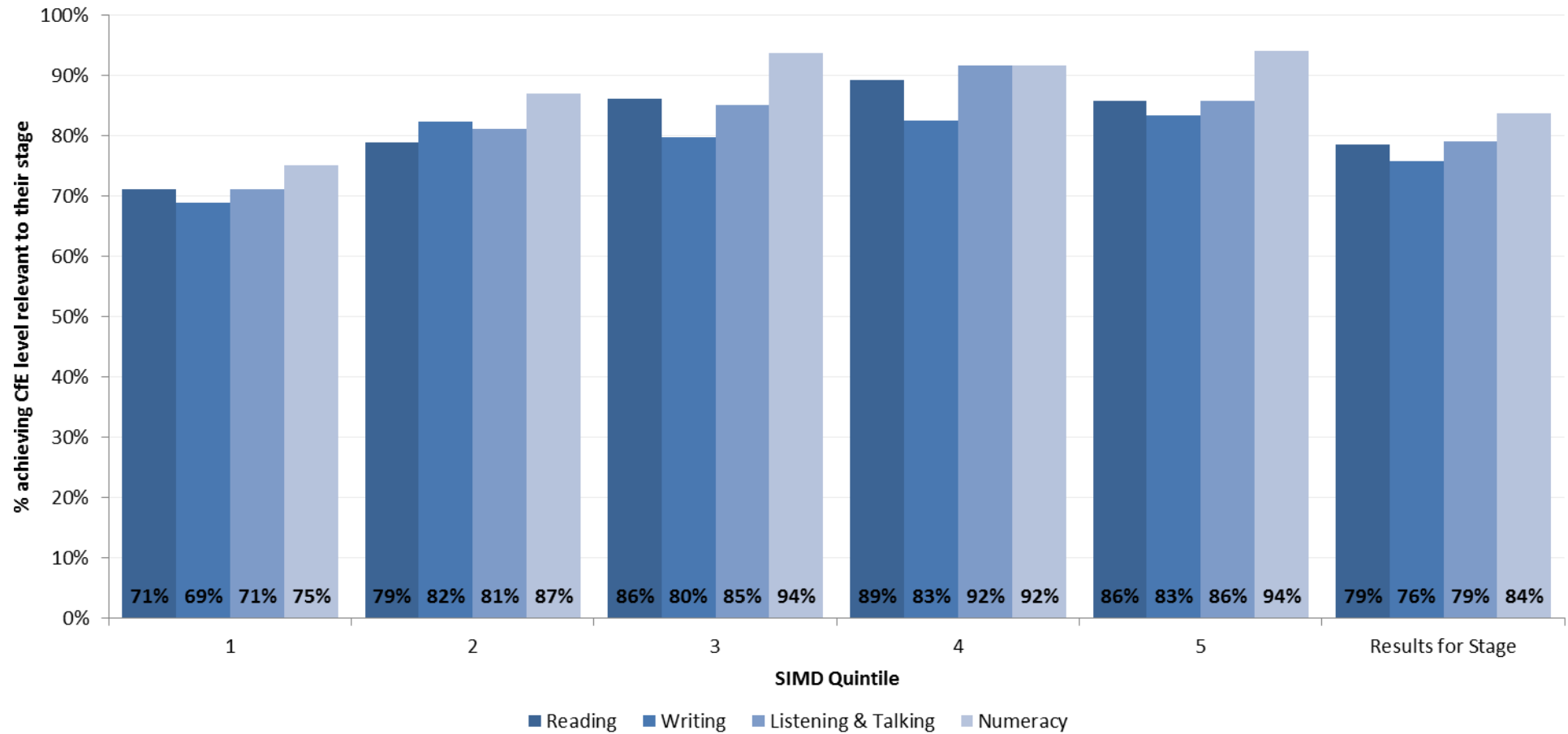
BGE Data June 2016 (because this is the first year of collation this data has been identified as experimental)

By stage Inverclyde	P1	P4	P7	S3
Reading	78%	65%	69%	78%
Writing	75%	56%	58%	76%
Listening and talking	79%	69%	74%	78%
Numeracy	78%	60%	61%	80%

The graphs on the following pages show our teacher judgements of progress in the BGE linked to deprivation. Taking into account that we feel our teachers may have judged harshly against the national picture, the graphs still show that our attainment gap widens as pupils progress through primary school.

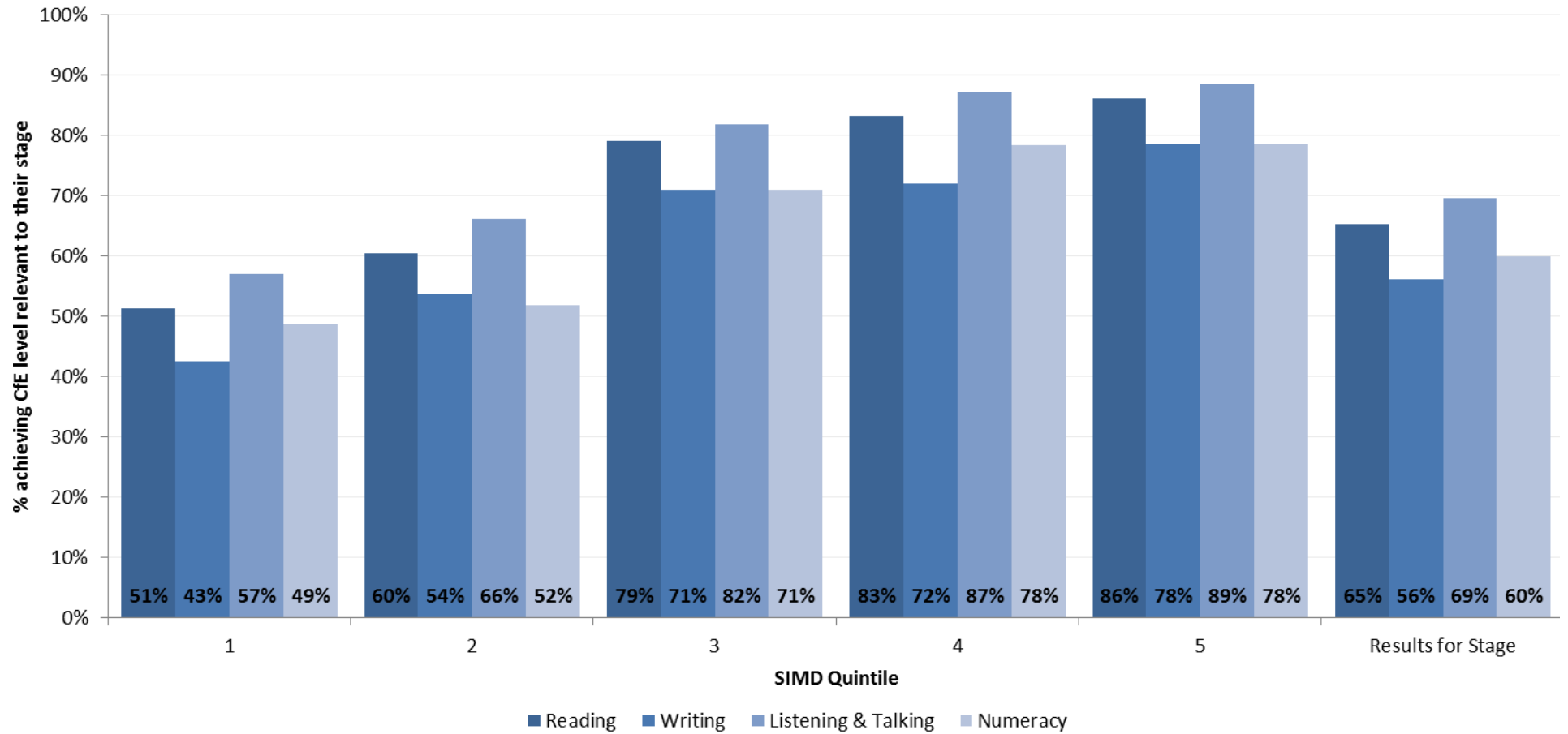
Teacher Judgements by Deprivation

P1



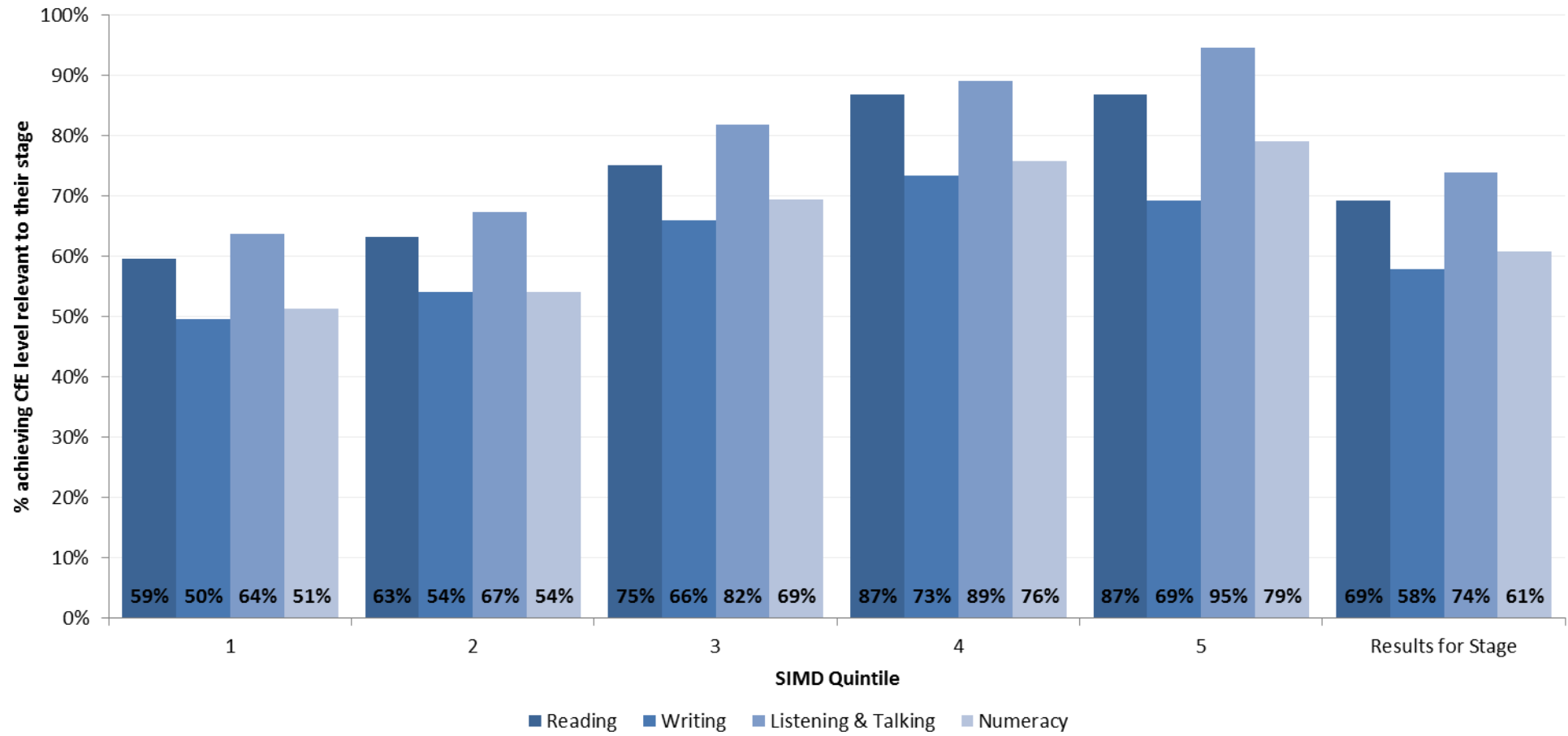
Teacher Judgements by Deprivation

P4



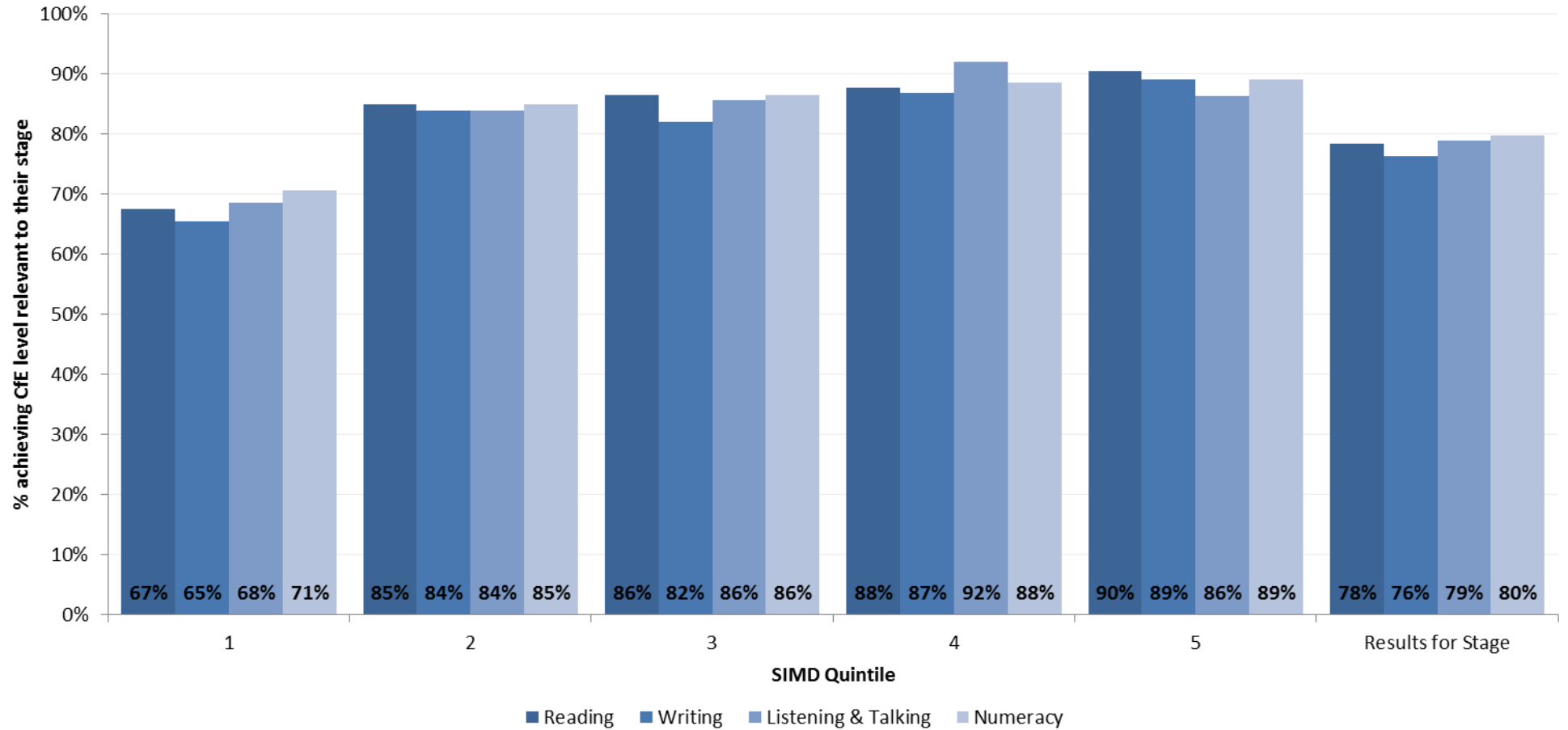
Teacher Judgements by Deprivation

P7



Teacher Judgements by Deprivation

S3



How do we perform in the senior phase?

Over 2015/16 749 young people left Inverclyde schools with 41 pupils leaving from S4, 139 from S5 and 569 from S6. Inverclyde pupils stay at school longer than the national average.

Cohort	Number of Leavers	% from the Most Deprived 30% SIMD	% from the Middle 40% SIMD	% from the Least Deprived 30% SIMD	% of leavers in Inverclyde	% of leavers in Scotland
All leavers	749	50.5%	30.2%	19.4%		
S4 Leavers	41	70.7%	24.4%	4.9%	5.5%	11.1%
S5 Leavers	139	64%	20.9%	15.1%	18.6%	25.2%
S6 Leavers	569	45.7%	32.9%	21.4%	76.0%	63.7%

The attainment of these leavers in literacy and numeracy has shown an increase over the last three years at both National 4 and National 5.

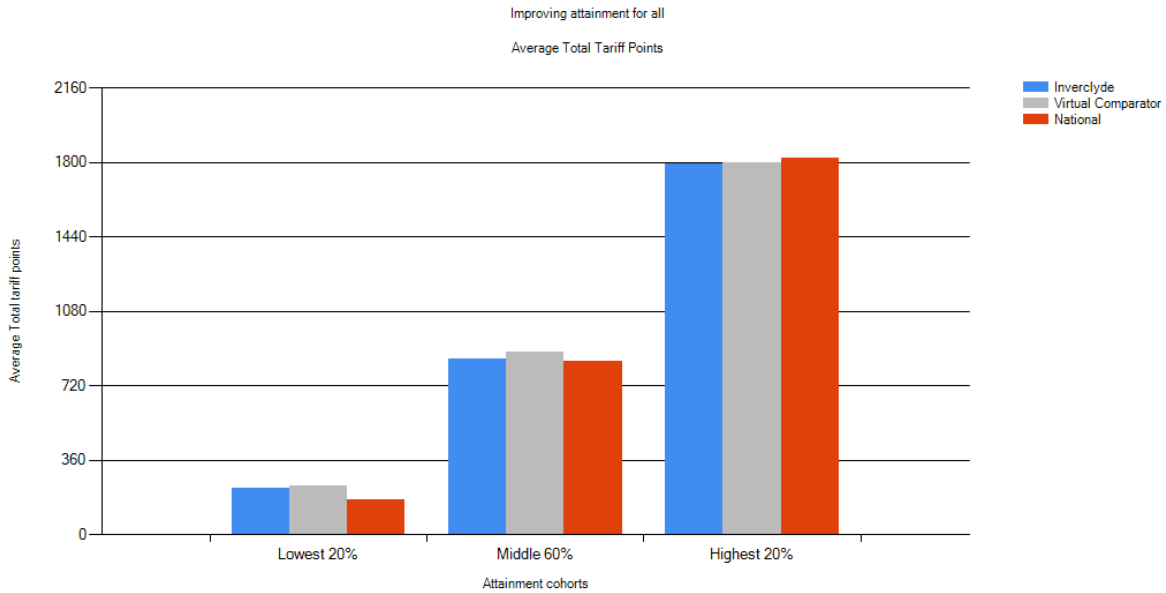
Literacy & Numeracy

This graph shows the overall performance in literacy and numeracy for all those who left our schools in 2015/16. Overall in literacy and numeracy, at SCQF level 4, our performance has improved year on year from 2009/10 to 2015/16. At SCQF level 5, the trend of attainment is also improving.



Attainment for All

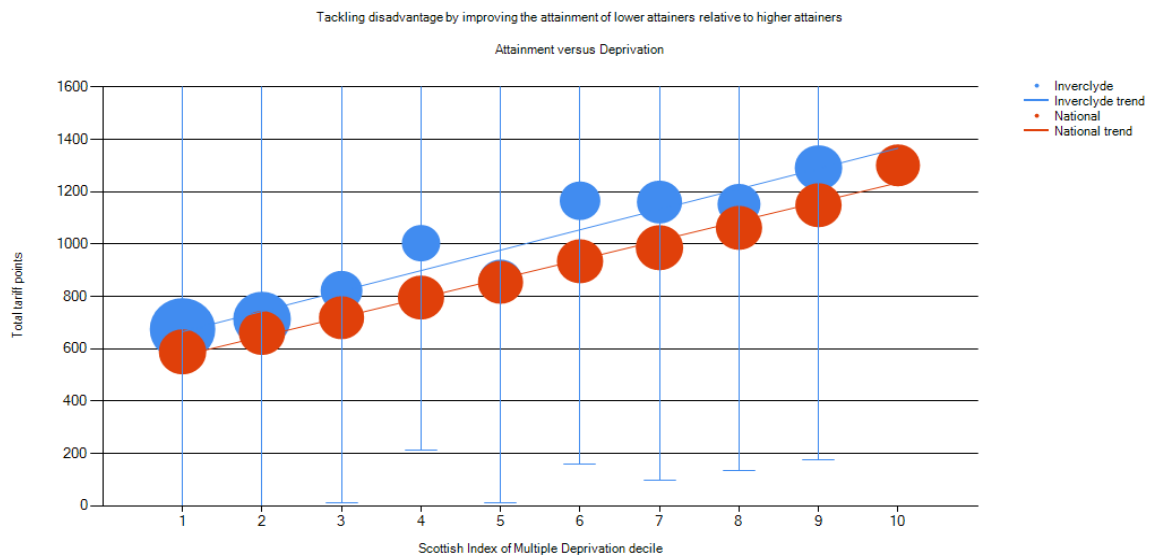
This graph shows the total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and the middle 60% is above the national average. The attainment of the lowest 20%, middle 60% and highest 20% is marginally below virtual comparator.



Attainment v Deprivation

This graph shows the total tariff scores of pupils against their deprivation. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The total tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are consistently greater than the national trend. Schools have a greater focus on SIMD information linked to attainment through the work of the Attainment Challenge.



The tables below show our performance at National 3, 4 and 5 in S4 and Higher in S5 and S6. The overall trends in Inverclyde remain very positive and we perform better than our virtual comparator in all measures. We continue to perform in line with or below the national average and, as we continue to move forward, our aim is to close the gap between Inverclyde and the national measures.

By the end of S4	5 or more at Nat 3			5 or more at Nat 4			5 or more at Nat 5		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2016	89.1	83.3	85.8	83.5	76.7	80.9	39.9	36.7	44.5
2015	91.4	82.9	86.1	87.3	76.3	80.8	41.4	34.5	42.5
2014	93.7	84.4	85.6	86.4	76.4	79.4	39.6	32.4	39.4
2013	96.6	88.8	89.8	84.5	73.9	77.6	34.9	29.4	35.4
2012	94.2	88.0	89.5	80.1	70.5	76.1	31.5	26.7	33.8

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.0	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.1	12.2

By the end of S6	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44.0	26.8	24.7	30.8
2014	55.2	50.0	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21.0	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

How do we perform for our leavers destinations?

School Leaver Destination Results (SLDR)

Inverclyde remains one of the best performing authorities in Scotland for initial school leaver destinations and our figures for this measure remain well above the Scottish average. When considering the SLDR Inverclyde has had no unknown leavers for the last seven years. No other authority has achieved this. It has been achieved through the commitment of the agencies supporting our young people to make sure that every young person is valued.

For the past five years, the percentage of our school leavers who go on to an initial positive destination is higher than the virtual comparator and the national average. In 2015/16 94.3% of our school leavers secured positive destinations, as opposed to 93.3% nationally. We have maintained this figure at a minimum of 94% since 2011/12 having then achieved an increase of 6.5% on the previous year's rate.

Annual Participation Measure

The annual participation measure takes account of each status from 1 April to the 31 of March 2016 for all 16-19 year olds. All statuses are combined to calculate the participation headline classification and the status grouping, figures for 2016 are listed below: -

- The proportion of 16-19 year olds participating in education, training or employment for Inverclyde Council is 91.2% compared to 90.4%, in Scotland.
- The proportion of 16-19 year olds reported as “not participating” for Inverclyde Council is 4.7% compared to 4.0%, in Scotland.
- The proportion of 16-19 year olds reported as unconfirmed for Inverclyde Council is 4.1% compared to 5.6%, in Scotland.
- The proportion of 16-19 year olds females participating in education, training or employment for Inverclyde Council is 92% compared to 91%, in Scotland.
- The proportion of 16-19 year olds males participating in education, training or employment for Inverclyde Council is 90.4% compared to 89.7%, in Scotland.

We undertake an annual survey, involving pupils from S3 to S6, to provide information about their post school aspirations as these develop. This information is collated at school and authority levels and informs the delivery of the senior phase. This helps to target planning, resources and work with partners which we hope will further increase positive and sustained destinations for our young people. Inverclyde’s Regeneration & Employability Group (one of the current SOA Outcome Delivery Groups) have decided to regularly interrogate the Youth Participation Measure data and the S3-S6 surveys to inform the planning and provisioning of post-school support and offers. This work should lead to further improvement in outcomes for the post school cohort in Inverclyde.

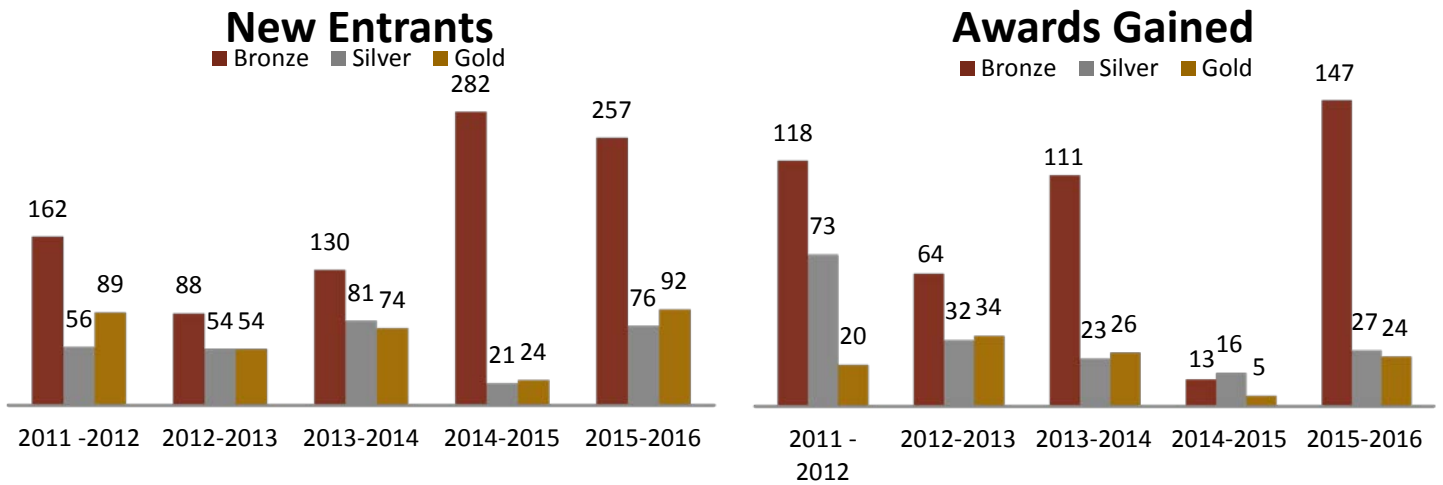
How good is our wider achievement in Inverclyde?

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we hope to nurture talent and to develop the responsible citizens of the future.

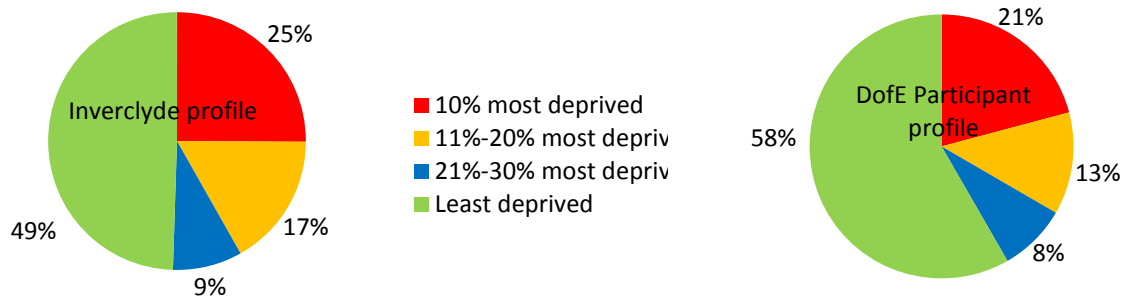
The Inverclyde Music Service continues to inspire children and young people to fulfil their potential, improve attainment and secure positive destinations across Inverclyde’s schools. As well as SQA qualifications, pupils learning an instrument have the opportunity to sit exams from both the Associated Board of the Royal Schools of Music and Trinity College. Our music service continues to be a real strength in Inverclyde, with many successes on both the local and national stage. From P6 to S6 1031 pupils receive music tuition in schools with 431 pupils participating in Inverclyde’s choirs, bands and orchestras. The Youth Music Initiative continues to work closely with national and local music partners to deliver a range of additional services to support attainment and achievement to Inverclyde’s primary and additional support needs pupils.

The Duke of Edinburgh’s Award programmes develop skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged 14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top five nationally for the overall awards achieved.

The tables below shows the trends for new entrants and awards gained for the Duke of Edinburgh's Award programme in Inverclyde.



The charts below show that the participation rate matched against deprivation for the awards is very positive for Inverclyde and that the demographics of participants in the Duke of Edinburgh's Awards closely match the demographics of Inverclyde overall.



Over the last year the CLD Service has supported 80 young people to go forward for the Dynamic Youth Award (SQA level 2). This is an individual award to show participation and achievement with a set project or programme within the school, for instance, Mentors in Violence Protection.

What do we hope to achieve in the future?

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 use moderated assessment information to track and monitor the progress of every pupil.

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.

School/Establishment Improvement

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

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.

We said we would:

- Collate evidence from authority reviews to establish trends across the authority.
- Review the Standards and Quality and Improvement Planning documents to reflect the NIF and How Good Is Our School?4 (HGIOS?4)/ How Good Is Our Early Learning and Childcare? (HGIOELC?).
- In line with new national guidance and expectations, establish a tracking system for the BGE.

Here's how we got on:

Collate evidence from authority reviews to establish trends across the authority

As part of the duty of an education authority to quality assure the standards of education in its schools, reviews are undertaken across a sample of early years centres, primary and secondary schools in Inverclyde. The evidence from the reviews, alongside the statistical data on attainment and achievement are used to inform this Standards and Quality Report. In the academic year 2016/17, questionnaires with stakeholders have been undertaken online. This, alongside inspection evidence, allows the education authority to sample the views of teachers, support staff, pupils and parents and carers. A baseline has now been established against key questions and this will be used to monitor trends over coming years. This year the Quality Improvement Team was supported by the Area Lead Officer from Education Scotland to carry out a school review and work towards a consistency of expectations.

The key messages identified as part of the review process for 2016/17 have been:

Key strengths identified over the past year during school reviews.	Areas for development identified over the past year during school reviews.
The leadership and vision of head teachers to ensure improved outcomes for pupils.	To review the curriculum to ensure that the needs of pupils are well served.
The commitment of staff to support improvement in the school and to ensure improved outcomes for pupils.	Continue to improve teaching and learning.
Friendly polite pupils who take pride in their school.	Continue to develop an effective tracking and monitoring system.
The range of wider achievements which are supported by the school.	Continue to develop a culture of self-evaluation to ensure improved outcomes for pupils.

Review the standards and quality and improvement planning documents to reflect the NIF and HGIOS?4 / HGIOELC?

As previously stated, a working group was set up with heads of establishment to develop a new format for school standards and quality reports and improvement plans, taking into account national guidance. In June 2017, establishments in Inverclyde will use the new format for the first time. The plan makes clear links to both How Good is Our School?4, HGIOELC? and the NIF.

In line with new national guidance and expectations, establish a tracking system for the BGE

Tracking as much detailed data on progress as possible in a non-bureaucratic manner proved to be difficult to achieve in the first instance and, after advice from Education Scotland, initial drafts of a spreadsheet to track progress against the significant aspects of learning was rejected. After initial slow progress, a tracking system is now in place to show progress through the BGE in literacy and numeracy. The spreadsheet identifies standardised test data, teacher judgement on progress and other important data on a pupil, including attendance. With the support of the data officer from the Attainment Challenge, we are working towards a consistent tracking system to monitor progress in all primary schools.

Evaluation of our capacity to improve in Inverclyde

Inverclyde Council's schools, early years centres and Education Services deliver a good quality of provision overall and are well placed to drive improvement. We have experienced some very good inspections during the last year and some that have been disappointing. In the cases where school inspections have been disappointing, the inspection team have been satisfied that the school and Education Services have the necessary capacity to take forward improvements and have chosen not to carry out any further inspection visits to the school. The QIT, through review visits have supported and challenged schools to ensure that they are getting the best for all learners. There is a continually increasing focus on data at school and authority level and this data is now being used to best secure improvements for learners. The Attainment Challenge funding has meant that we are now in a position to be able to provide high quality support and training opportunities across all sectors.

The QIT continues to carry out school reviews and self-evaluation visits to all centres. Five school/establishment reviews have been undertaken over the period April 2016 – March 2017. The purpose of the self-evaluation visits are to provide support and challenge to further secure improvements. The self-evaluation visits have had a greater focus on the quality of the data held in establishments and how it can be used for improvement. This year, to ensure consistency of practice, a series of focus questions linked to HGIOS⁴ have been identified for use across all schools. The QIT in conjunction with Educational Psychologists delivered a structure programme of training on the national wellbeing assessment model and the associated SEEMIS wellbeing application. This has helped to ensure consistency of practice in responding to the wellbeing needs of our young people. The QIT respond to national initiatives to assist establishments in implementing national policy such the National Improvement Framework, How Good is our School?⁴, How Good is our Early Learning and Childcare?, Attainment Challenge planning, the digital learning and teaching strategy, leadership and masters level learning and the expansion of early years entitlement. The QIT have had more opportunities to support heads of establishments through the introduction of sector specific leaders' meetings. The QIT continue to provide pastoral support to schools and early years establishments and link officers deal with any concerns or complaints that the authority receives.

Clyde Conversations

The views of young people on their health and wellbeing were gathered through the second Clyde Conversations conference in October 2016. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform educational and Children's Services planning. Examples of work that has been undertaken because of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of consent.
- Some schools undertaking a review of their Personal Social Education (PSE) programme.

What do we hope to achieve in the future?

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.

The Development of our Curriculum

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum 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 pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

We said we would:

- Develop the senior phase through enhanced pupil choice.
- Roll out Bring Your Own Device (BYOD) to primary schools.
- Develop a third language in primary schools.

Here's how we got on:

Develop the senior phase through enhanced pupil choice

We are now in our second year of the senior phase model, with the S5 cohort for 2016/17 having been the first year group to sit a maximum of six qualifications compared to the previous model of eight or nine. Whilst initial feedback in terms of results for S4 was disappointing (other than in the lowest 20% of learners), the model cannot be truly evaluated until those pupils complete the three years of their senior phase. Attainment meetings with secondary head teachers focussed on pace and challenge for pupils, particularly in S4. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. The annual survey of skills for life, learning and employability was completed for the second time in October 2016 in all mainstream secondary schools. The survey allows schools and the authority to track the needs of our young people, to discuss individual needs, and to plan and deliver the curricular needs and structure of the senior phase. Work has been undertaken to produce a senior phase and transitions, school and post school policy and this will be completed by Easter 2017, with the expectation that this is implemented in schools during 2017/18. The policy will better support schools to plan for appropriate pathways for pupils throughout their senior phase and into the world of work. DYW West and the Inverclyde regeneration and employability group work directly with education services to discuss and analyse data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

Ultimately we hope to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named DHT responsible for DIYW and this includes vocational learning/college partnerships. In addition, the authority wide DIYW steering group made up of key stakeholders meets to review progress. This progress has included:

- New vocational learning opportunities have been agreed and delivered including the delivery of Foundation Apprenticeships across S5/S6 cohorts.
- STEM promotion supported by the delivery of events across the local authority (3-18).
- Sector events for growth employment areas offered to schools.
- A significant rise in the number of schools attending employer led career/employability events.

Roll out BYOD to primary schools

The BYOD initiative for primary schools is yet to start but ongoing work has been undertaken in the background. A strategy group involving ICT services and education has been set up to write an ICT strategy for Education Services which will reflect national policy and compliment the Inverclyde Digital Access strategy. Initial findings from the strategy group identified the need to have an authority wide sense of the Wi-Fi availability and capacity in all of our schools and an officer has recently been appointed to undertake a comprehensive audit.

Develop a third language in primary schools

We continue to make progress with the implementation of the Government initiative for 1+2 languages. All of our primary schools now deliver a second language in either French or Spanish from P1-P7. Craigmarloch School have recently introduced French and Makaton, and all of our secondary schools deliver French or Spanish as a second language. Whilst the progress with a second language has been extremely positive, our progress with a third language has been less so. There continues to be a lack of confidence among staff about providing two languages.

Cover to release staff for training is almost impossible to secure and this has impacted on training opportunities. Many primary schools have preferred to concentrate on developing confidence in delivering the second language but there has been some progress towards developing the third language in P4-P7 and this will continue in coming years as we move towards 2020.

In secondary schools, both French and Spanish are offered as third languages. Attitudes towards the support and delivery of the 1+2 language initiative have been very positive in Inverclyde and this has been helped by excellent support from the Development Officer who was in post for part of the year. Unfortunately, the Development Officer retired mid-year and there have been difficulties recruiting somebody to take her place.

How good is our Curriculum in Inverclyde?

Evaluation

Whilst our schools are well placed to continue to take forward and further develop Curriculum for Excellence and very positive work has been undertaken on the structure of the senior phase curriculum, there is now scope to further develop the rationale behind the curriculum delivered in the schools in Inverclyde. This includes developing the underpinning vision and values that drive both the curriculum and improvements and to ensure that they are linked to the particular context of the school and its community. As we continue to develop tracking of pupil progression through the curriculum, further work will be undertaken with schools on what appropriate progress through a level looks like and these will be linked to the national benchmarks. There will be a particular focus on maths and in the future all schools will be better placed to ensure that all pupils are making appropriate or better progress through a well-paced curriculum framework.

Outcomes for learners

All learners in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps

Ensure that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through 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.

Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

We said we would:

- Deliver ongoing training and support to take forward the GIRFEC agenda.
- Take forward the recommendations from the Additional Support Needs (ASN) review.
- Monitor and improve attendance across schools based on the new attendance policy.

Here's how we got on:

Deliver ongoing training and support to take forward the GIRFEC agenda

A significant programme of learning and development has been in place to support all head teachers, heads of early years establishments, senior managers and support teams. While the Supreme Court Judgment has delayed the Scottish Government's wider communication strategy, the single planning process continues to be embedded successfully across all Inverclyde schools and early years establishments with the increased use of single agency assessment underpinning collaboration between Named Persons and Lead Professionals in partnership with children and their families. Consequently, Inverclyde is in a very strong position to fully meet our statutory responsibilities under the Children and Young Person's (Scotland) Act 2014.

Inverclyde's GIRFEC web-site was launched in 2016 providing information for parents/carers, children and young people as well as practitioners regarding Inverclyde's approach to GIRFEC. In addition, the Educational Psychology Service has further developed 'Nurturing Me' – a GIRFEC tool for gathering the voices of children and young people. The tool is now available as an app and there is an online version, both of which are available free of charge. Every primary school in Inverclyde and our partners in the Health and Social Care Partnership have been provided with the tool and given training in its use.

The website provides access to a range of multi-agency policy documents including the Integrated Children's Service Plan 2017/20.

Take forward the recommendations from the ASN review

The ASN review was completed in March 2016 but for various reasons has progressed slower than anticipated. Some aspects of the review, including changes to staff contracts, are not currently being taken forward. Other aspects of the review focussed on the procedures in place to allocate support to schools and initial work has begun on this. Currently there is a centrally based system where an ASN forum meets to discuss referrals made by schools if pupils require extra support. Initial work has begun to transfer the centrally based forum to locality groups, where local needs and resources can best be shared and allocated by the people in situ. Children and young people with additional support needs continue to receive high quality support from our schools and additional support needs centres.

Inverclyde ASN Support Profile

In March 2017 there were 1950 individual pupils across Inverclyde educational establishments with 3806 stated support needs including:

Autistic Spectrum Disorder	340
Dyslexia	519
Looked After	115
Social, Emotional and Behavioural Difficulty	573

Monitor and improve attendance across schools based on the new attendance policy

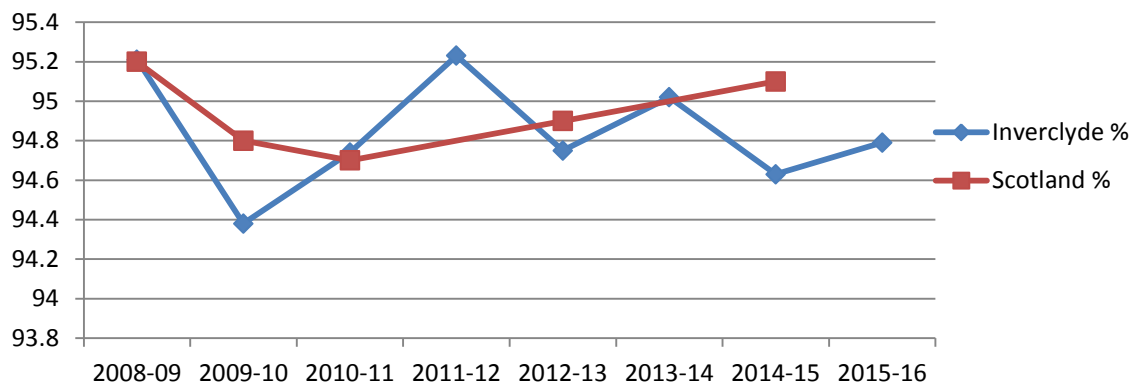
The newly devised attendance standard circular was completed by the end of 2016 and was launched to heads of centres in January 2017. The revised guidance and associated templates for letters of concern have been welcomed by schools because this enables head teachers and staff to take earlier action if an issue arises and to put in place interventions to help our young people attend school. A key focus of the Attainment Challenge and proposed use of PEF money has been to put in family support to help parents who may be finding it challenging to get their child to school. Interventions through the Attainment Challenge such as Barnardo's Family Support Workers have shown very positive outcomes in parental engagement to improve attendance. In most measures, we have managed to halt our declining trend in attendance but we remain below the national average. For ASN pupils the trend continues to decline and we will continue to monitor this.

How well do we support wellbeing, equality and inclusion in Inverclyde?

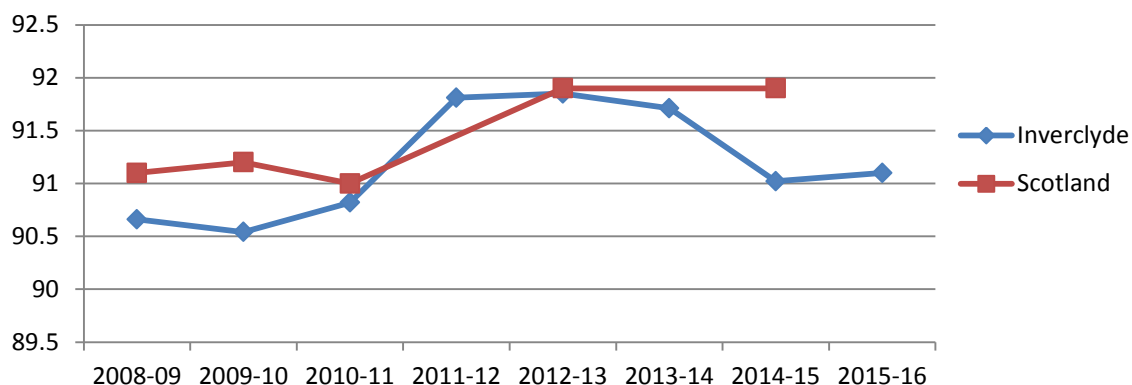
How good is the attendance in our schools?

After a period of decline in attendance, it is pleasing to note early signs of improved attendance over the academic year 2015/16. Our ASN attendance rate is still showing a decline. The charts below show the attendance trends in Inverclyde against the national picture. No national data is available for 2015/16.

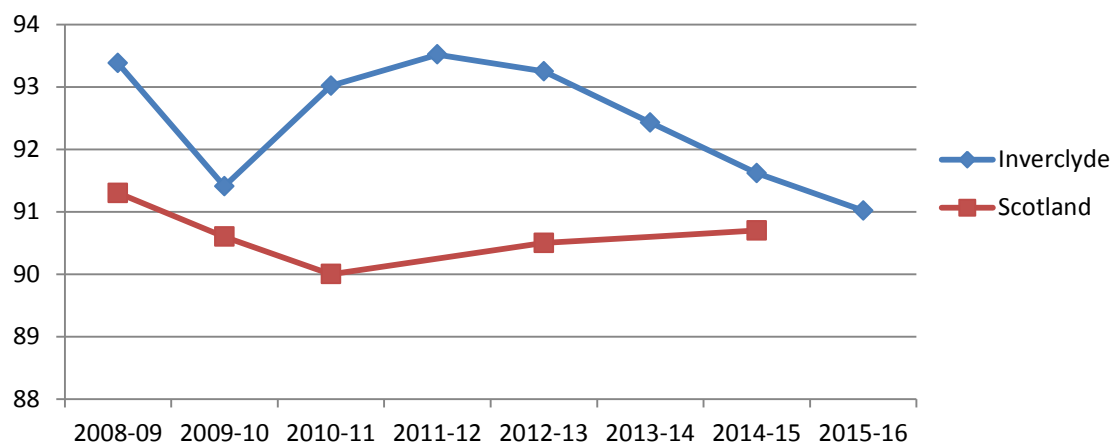
Summary of Primary School Attendance Rates



Summary of Secondary School Attendance



Summary of ASN School Attendance Rates



How good is the attendance of Looked After Children (LAC) in our schools?

Attendance rates for looked after children remains positive, with pupils who are looked after away from home consistently attending school above the authority and national average. In primary schools the attendance rates for pupils who are looked after away from home outperforms the general cohort. This trend is similar in the data for LAC pupils in secondary schools. While the attendance rates for those looked after away from home remain high and continue to improve, other LAC measures for attendance remain an area for development.

Attendance – LAC Primary				
	Inverclyde	National	LAC (At Home)	LAC (Away)
2013/14	95%	95%	92.8%	96.5%
2014/15	94.6%	95.1%	91.1%	96%
2015/16	94.8%	Currently unavailable	92.7%	96.5%

Attendance – LAC Secondary				
	Inverclyde	National	LAC (At Home)	LAC (Away)
2013/14	91.6%	91.8%	76%	90%
2014/15	91.1%	91.8%	79.5%	94%
2015/16	91.1%	Currently unavailable	77%	94%

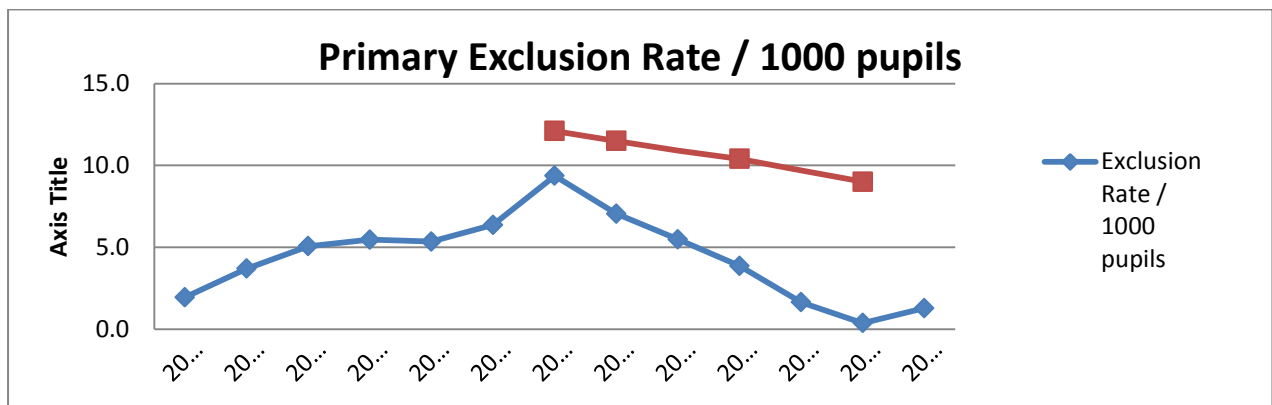
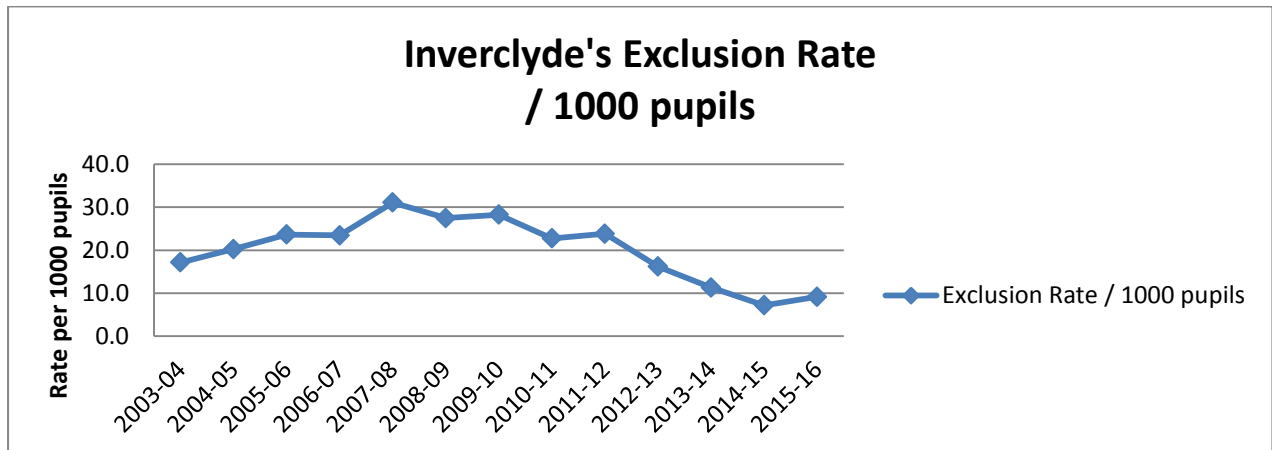
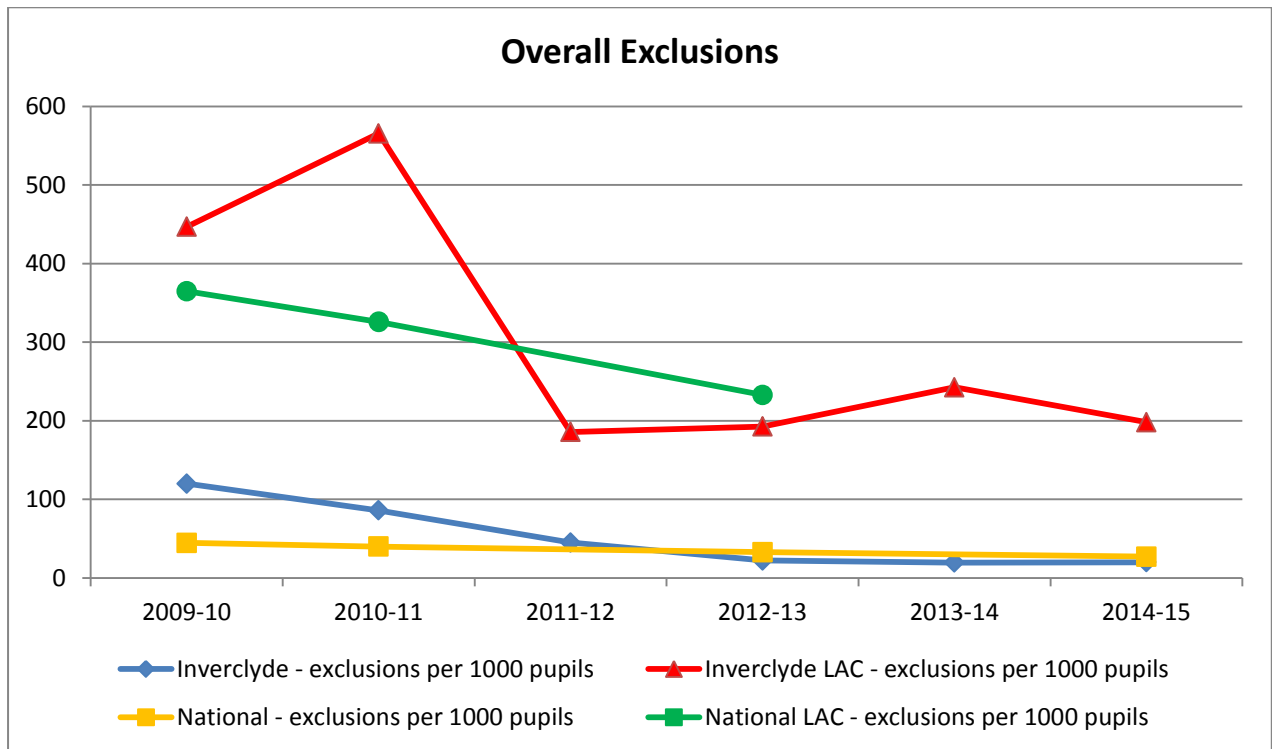
Attendance - ASN				
ASN	Craigmarloch School	Lomond View Academy	Inverclyde	Scotland
2013-14	92.71%	81.27%	92.43%	90.6%
2014-15	91.87%	87.37%	91.38%	90.7%
2015-16	92.92%	80.14%	91.02%	Not currently available

What is our exclusion rate in Inverclyde schools?

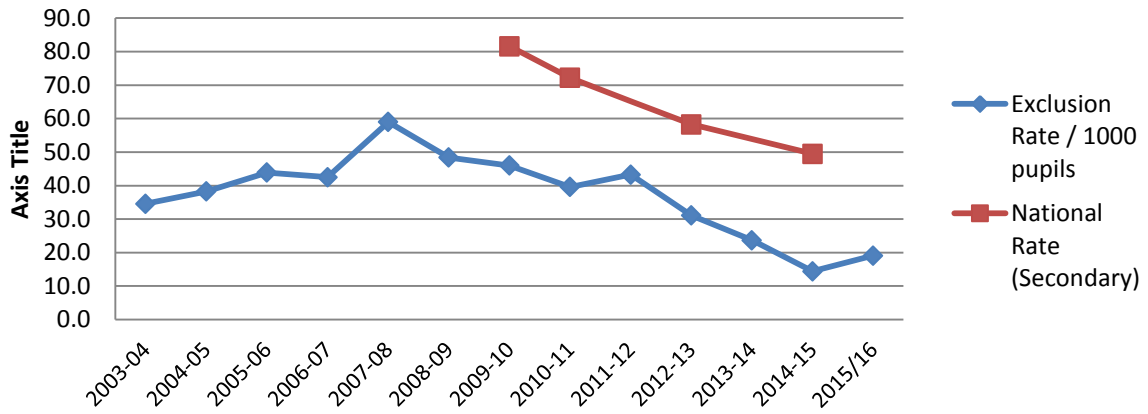
Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched following the planned three year review and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates. National statistics indicate that Inverclyde's exclusion rate is ranked eleventh nationally and is significantly below the national average.

While the downward trend in ASN exclusions is encouraging, statistics confirm that there are a disproportionately high number of looked after children and those with additional support needs (particularly Autism and ADHD) being excluded from schools. This is similarly the case with children from SIMD Quintile 1.

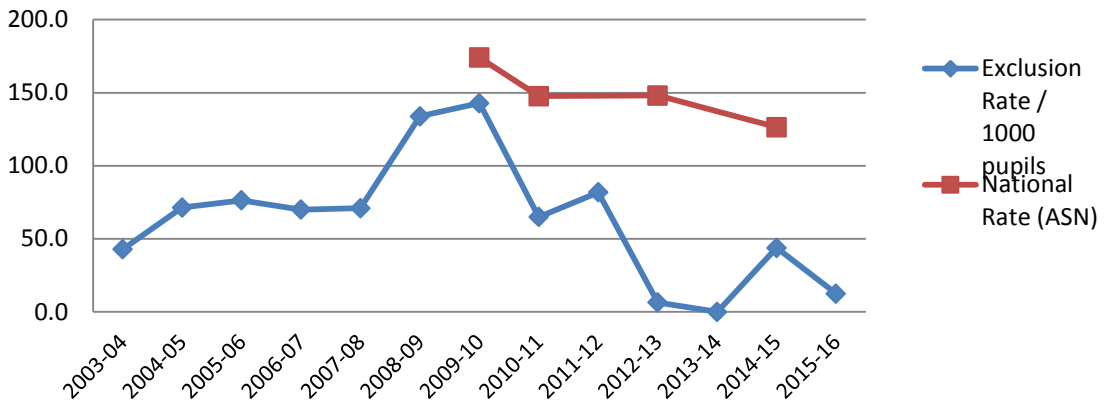
The charts below show the exclusion trends across Inverclyde.



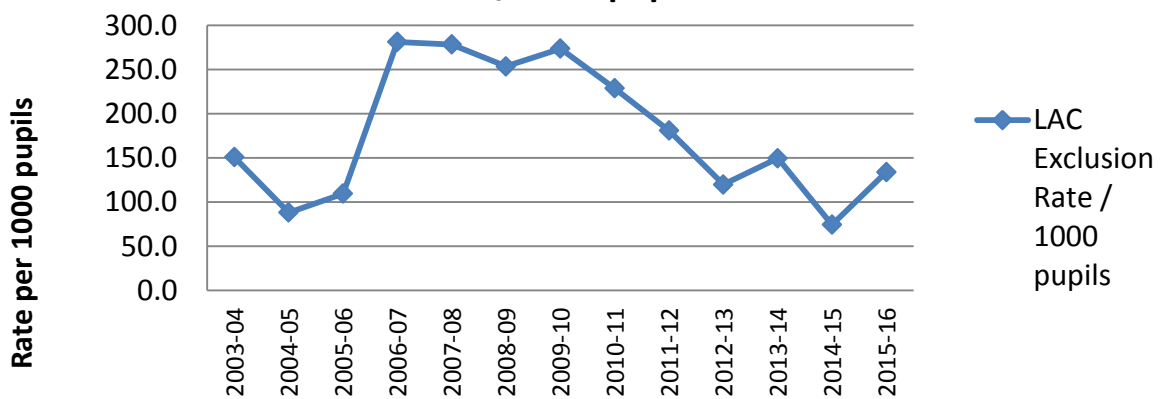
Secondary Exclusion Rate / 1000 pupils



ASN Exclusion Rate / 1000 pupils



Inverclyde's LAC Exclusion Rate / 1000 pupils



How well do our Looked after Children (LAC) and pupils with Additional Support Needs (ASN) perform?

Attainment trends for LAC pupils should be treated with an element of caution given the small numbers and different circumstances of pupils who become looked after. The data available indicates that while attainment for LAC pupils at National 4 and 5 in literacy and numeracy is improving year by year, our performance at National 4 remains in line with our virtual comparator but our performance in National 5 remains below. Performance in literacy and numeracy at National 4 and 5 for our ASN pupils has improved on a year by year basis, and whilst we are slightly below our virtual comparator at National 5, the gap is decreasing. Our performance at National 4 is in line with our virtual comparator. Figures for Higher for both ASN and LAC are simply too small to be able to identify trends.

Literacy and Numeracy - LAC

	2014	2015	2016	Virtual Comparator
National 4	40%	50%	84%	80.7%
National 5	6.6%	10%	30.8%	50%

Literacy and Numeracy – ASN

	2014	2015	2016	Virtual Comparator
National 4	64%	73.6%	79%	81.1%
National 5	27.5%	37.7%	45%	49.8%

Average Tariff Scores

LAC	Inverclyde	Virtual Comparator
Lowest 20%	101	112
Middle 60%	198	584
Highest 20%	1128	1434

ASN	Inverclyde	Virtual Comparator
Lowest 20%	113	123
Middle 60%	498	619
Highest 20%	1518	1560

How well do we perform for post school destinations for LAC pupils?

We have established a virtual school, staffed by a range of partners, to ensure that every young person under the age of 18, who may not have looked after status but is recognised as having barriers to their education, or is otherwise disengaged from education, receives the same level of opportunities as every other young person. The chart below shows the breakdown of destinations specifically for LAC pupils for 2015, whilst we do not have comparator data, 40% of our LAC pupils enter positive destinations. Identifying ways to get the further 60% into positive destinations remains an area of focus for Inverclyde.

Total LAC 2015		Positive Destinations	Negative	Educated <u>outwith</u> Inverclyde
Age 16-22	178	71	107	6

Positive Destinations Breakdown	Total	Male	Female	Looked After at Home	Looked After Away from Home	Looked After
AA	2	2	0	2	0	0
Employability Pipeline Stage 2 & 3	6	3	3	3	1	2
Further Education	38	16	22	27	10	1
Higher Education	4	1	3	4	0	0
F/T Employment	11	6	5	7	4	0
Part time employment	2	1	1	1	1	0
Get Ready for Work	2	0	2	2	0	0
Training	2	2	0	1	1	0
Modern Apprenticeship	4	2	2	4	0	0
Total	71	33	38	51	17	3

Positive Relationships, Positive Behaviour

In September 2016 Aberdeen City Council published the findings of an independent review commissioned following the tragic death of Bailey Gwynne at Cults Academy in October 2015. The purpose of that review was to identify the lessons to be learned to inform future practice and contained 21 recommendations ranging across curriculum, policy and legislative changes.

The published report was reviewed by representatives from the Education Senior Management Team, Psychological Services and CLD who subsequently amended the recommendations in light of current Inverclyde policy and practice. It was agreed by Inverclyde's Education and Communities Committee that while the majority of the national recommendations should be taken forward, the following were already covered by existing practice and procedures:

- All parents should receive a letter from school at the beginning of Year S1 each year setting out expectations of the school with regard to weapons.
- Development of a specific search and confiscation protocol for schools.

This year the PRPB policy which is used in all schools within Inverclyde has been updated and relaunched. Educational Psychology Service (EPS) continue to support establishments to embed the use of the strength based approaches contained in the PRPB to support children and young people.

This year we revised and reviewed the anti-bullying policy for Inverclyde. The policy embraces the PRPB approaches and also takes into account the very recently published national guidance Respect for All.

Mentors in Violence Prevention (MVP) national trainers from Educational Psychology and CLD Youth Work team continue to use their knowledge and experience to support this programme throughout the authority. They have worked collaboratively to deliver training for secondary staff across all secondary provisions as well as within the secondary ASN provision. In turn, this has

enhanced training opportunities across all secondary and ASN provisions for participating pupil groups, further promotes positive partnership working and also increases awareness of local services to the staff and pupils who participate. Successful implementation of the MVP programme within educational settings has resulted in 275 S5/S6 mentors being trained in MVP and 850 pupils in S1-S3 experiencing MVP sessions in school. Initial evaluations for this session have indicated a positive shift in attitudes for mentors involved in the programme and it is hoped that this shift will be evident not only within schools but also in local communities.

Supporting Children and Young People

Nurture

The work of the Nurture Support and Development Group, led by the Education Psychology Service, has now further evolved and has been incorporated into the work of the Attainment Challenge. Current developments which EPS have led include:

Initial training and support for Attainment Challenge schools on the use of the Education Scotland Nurture Resource – applying nurture as a whole school approach.

A project in Clydeview Academy focused on teenage attachment, whole staff awareness raising training and specific training on teenage attachment for humanities' staff.

A national research project took place with Whinhill Primary School measuring the impact of implementing Education Scotland Nurture Resource on pupil engagement and attainment. The final report will be published on the National Improvement Hub next session.

Seasons for Growth (a grief peer group education and support programme) training has continued to be delivered by Education Psychology Service staff to a further 36 education staff. Educational Psychologists have designed an evaluation tool to be completed by children and young people, parents/carers and companions/teachers. The Seasons for Growth Adult Programme is at the planning stage which will be delivered by Educational Psychology in conjunction with Barnardo's Nurturing Service.

Outcomes for learners

All pupils feel safe and included in our schools and are achieving their potential.

Next Steps

Continue to monitor and improve attendance across schools and 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

Inverclyde council

Education Services

Improvement Plan 2017/18



Introduction

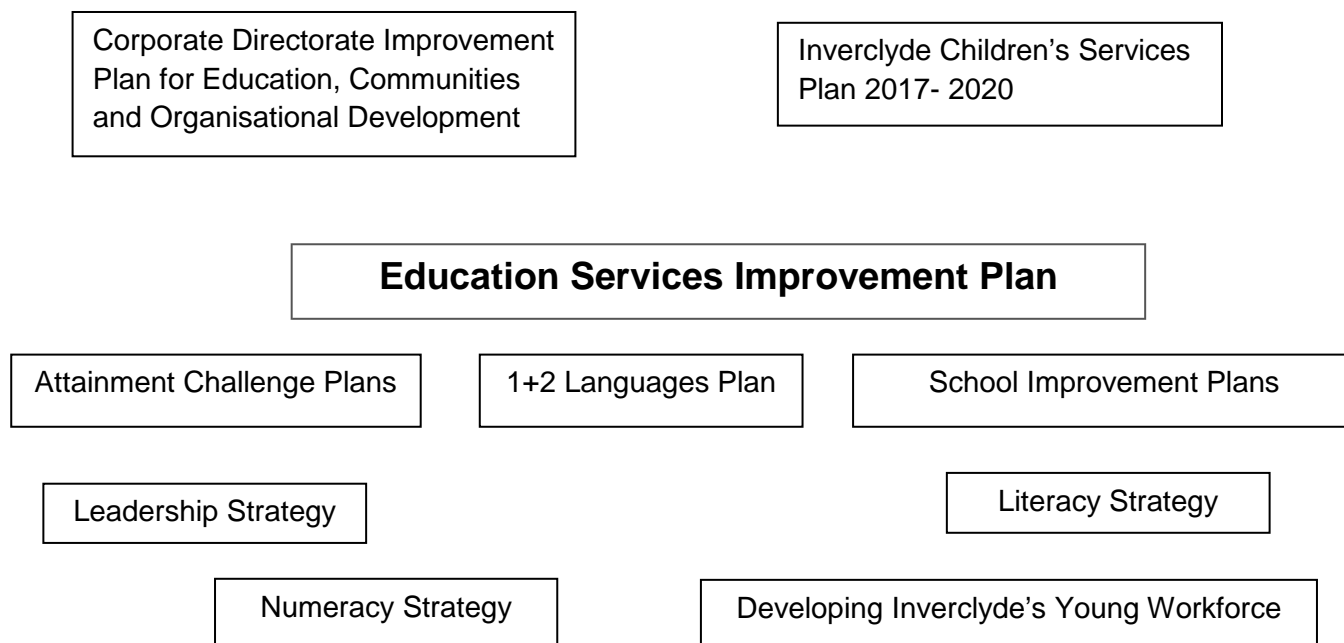
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2017/18. The first part of this process is the Standards and Quality Report for 2016/17. The Standards and Quality Report allows us to report on our successes, the 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.