

Inverclyde council

Education Services

Improvement Plan 2018/19



Introduction

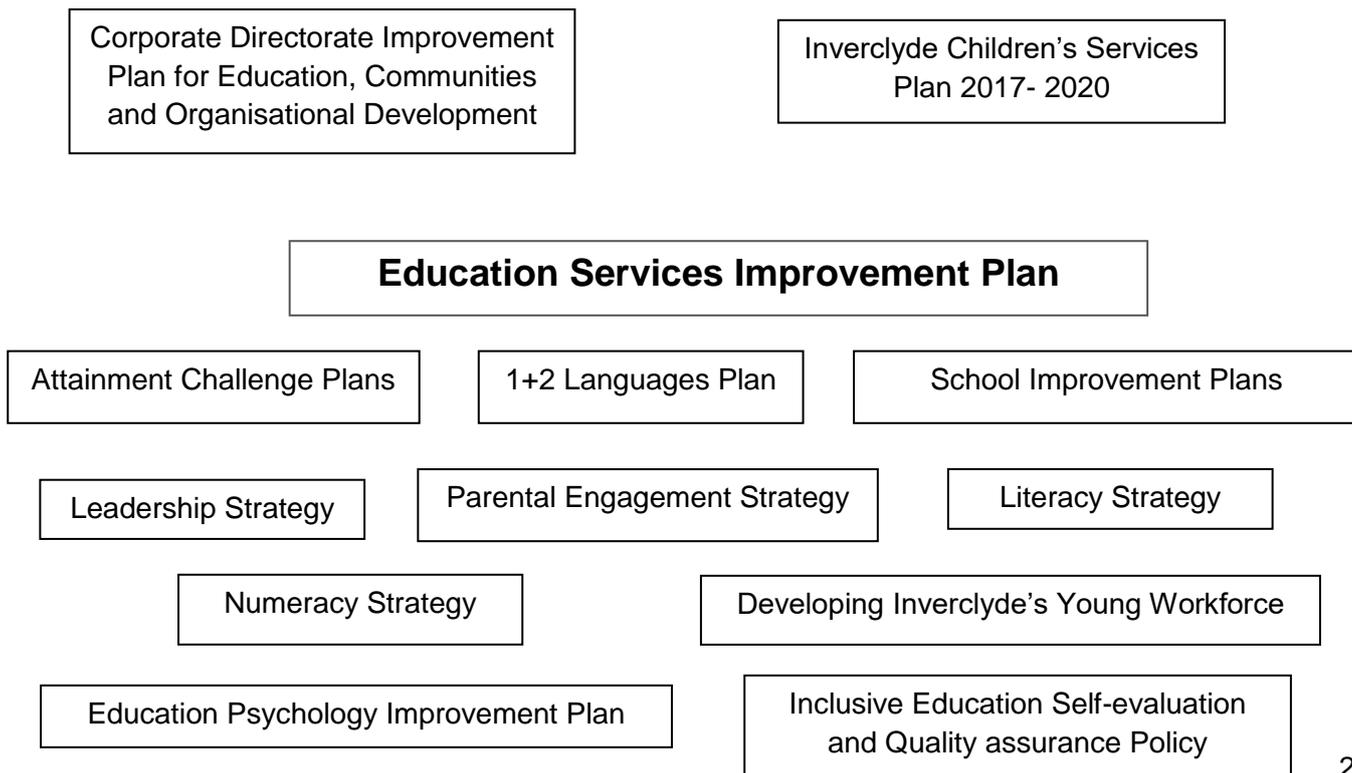
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2018/19. The first part of this process is the Standards and Quality Report for 2017/18. The Standards and Quality Report allows us to report on our successes, the 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 destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Attainment and Achievement Group 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:

- Continue to embed and evaluate the leadership strategy.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.
- Implement the findings of the West Partnerships ‘Building Leadership Capacity Workstream’, for the early years sector.

By March 2019 we will have	Who is responsible?
<p>Implemented and evaluated the Inverclyde leadership strategy. This includes:</p> <ul style="list-style-type: none"> • Identifying clear pathways for leadership. • Continuing to develop a structured programme to support teachers who are actively seeking promotion. • Monitoring and evaluating the impact of the existing programmes. • Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise • Working with all mentors to share good practice and support improvement. 	<p>Head of Education Attainment Challenge lead officers Quality Improvement Officer with responsibility for leadership Link – Quality Improvement Officer</p>
<ul style="list-style-type: none"> • Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Years’ theme. 	<p>Early Years QIO Quality Improvement Team</p>
<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. • Glasgow City Region Education Improvement Collaborative Improvement plan. 	
<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 teachers/early years' practitioners who are on an identified leadership pathway or a recognised certificated leadership course.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school /establishment reviews.

Success Criteria:

Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience. The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased.

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; 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 (LTA). 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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include: <ul style="list-style-type: none"> • Literacy • Numeracy • Health and wellbeing/Nurture • The use of ICT to support learning 	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> • Ensured that teacher professional learning impacts upon playroom/classroom practice through the implementation of the revised learning, teaching and assessment policy. 	Head of Education Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> • Ensured a consistent and shared understanding of what is meant by high quality learning and teaching across Inverclyde. Ensure a whole authority systematic evaluation of the programmes in literacy, numeracy, health and wellbeing/nurture and leadership to ensure their impact. 	Head of Education Quality Improvement Team Attainment Challenge Team

<ul style="list-style-type: none"> • Taken forward a work plan through the Local Negotiating Committee for Teachers to better identify and support staff that are experiencing work related stress. This includes monitoring of absences and enhancing awareness of GTCS frameworks. 	<p>Local Negotiating Committee of Teachers</p>
<ul style="list-style-type: none"> • Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan. 	<p>Head of Education</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. • Glasgow City Region Improvement Collaborative Improvement Plan. 	

<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 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.
<p>Success criteria:</p> <p>Almost all of observed lessons should be judged as satisfactory or above. The majority should be good or above.</p> <p>All staff in schools will have a working knowledge of the Inverclyde learning, teaching and assessment policy.</p>

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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Reviewed and updated Inverclyde’s Young Workforce plan 2014/21 	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> • Continued to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils’ engagement, attainment and achievement. 	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> • Further improved consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation. 	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> • Evaluated the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots. 	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> • Focused on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2. 	Team Leader - Active Schools Co-ordinator

<ul style="list-style-type: none"> Continued to strengthen joint working with other authorities through the Glasgow City Region Education Improvement Collaborative. 	<p>Director of Education and appropriate officers</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. Inverclyde’s Corporate Parenting Strategy. 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> 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. 	
<p>Success criteria:</p> <p>Aspects highlighted in the survey as needing addressed will show improvement and a more consistent approach across all establishments.</p> <p>Active schools will have a clear picture of the participation levels of SIMD Band 1&2 children and young people, which will allow for improved future planning and the setting of participation targets.</p> <p>School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.</p>	

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.
- Further develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Reduce 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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Taken forward the Inverclyde moderation and assessment plan. • Used moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress. • Used assessment information to track and monitor the progress of every pupil, in all schools. 	Head of Education Quality Improvement Officers <i>with responsibility for moderation and assessment.</i> Quality Assurance Moderation and Support Officers Attainment Advisor
<ul style="list-style-type: none"> • Increased the use of accredited courses offered by schools in partnership with CLD. 	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> • Developed robust systems to track children's progress which are understood by all. This includes training on the BGE toolkit. 	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer

<ul style="list-style-type: none"> Continued to develop literacy and numeracy strategies to raise attainment for all children and young people. 	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding. 	Head of Education School Leadership Teams
<ul style="list-style-type: none"> Continued to deliver on our Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills. 	DIYW Development Officer
<ul style="list-style-type: none"> Established baseline data of progress through the Glasgow City Region Education Improvement Collaborative Improvement theme. 	Head of Education
<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. Glasgow City Region Education Improvement Collaborative Improvement. 	
<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 including feedback from nurturing programmes. Senior phase qualifications and awards data. Youth Participation Measure. 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>All schools and early years establishments are able to clearly articulate the attainment profile of their school and identify the improvements they will make to raise attainment for all and further reduce the attainment gap.</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>Teacher judgements in the BGE in literacy and numeracy will have reduced the poverty related attainment gap by a further 5%. This will be measured using standardised test data.</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>	

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.

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.

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.
- Improve the effectiveness and consistent use of authority wide data set in all schools in Inverclyde. This data set is 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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Worked alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework. 	Head of Education Quality Improvement Team
<ul style="list-style-type: none"> • Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework. 	Head of Education Quality Improvement Team Attainment Challenge Data Team
<ul style="list-style-type: none"> • Reviewed the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This includes taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey. 	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> • Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan. 	Head of Education
<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. • Glasgow City Region Improvement Collaborative 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 establishments will have gathered evidence showing impact of improvements in self-evaluation, learning and teaching and leadership. This will have been discussed in authority evaluation visits.

An action plan for health and wellbeing will be in place, assisting schools to better deliver health education programmes.

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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Ensured 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. 	Head of Education – Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> • Continued to develop the senior phase through enhanced pupil choice and monitoring of progress. 	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> • Continued to take forward our 1+2 languages initiative in relation to the development of a third language. 	Quality Improvement Manager 1+2 Project Lead
<ul style="list-style-type: none"> • Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan. 	Head of Education
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. • Glasgow City Region Improvement Collaborative 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 Inverclyde’s Young Workforce. 	

Success criteria:

All schools and early years establishments will be able to articulate the rationale for the curriculum they offer.

All schools are working towards implementation of a third language.

To reach a target of 95% for positive and sustained destination results for each school in line with the national Raising Attainment for All strategy.

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

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- 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 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> • Consulted with schools, head teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy. 	Head of Inclusive Education
<ul style="list-style-type: none"> • Continued to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning. • Continued to work with schools and partners to evaluate and implement the attendance policy. 	Head of Inclusive Education Attainment Challenge Data Team Establishment link - Quality Improvement Officer
<ul style="list-style-type: none"> • Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school. 	Head of Inclusive Education More Choices More Chances Team
<ul style="list-style-type: none"> • As part of Inverclyde's Autism Strategy – Developed towards Autism Friendly Schools. 	Head of Inclusive Education
<ul style="list-style-type: none"> • Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan. 	Head of Education
<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.</p>	

Community Empowerment Implementation Strategy
Glasgow City Region Improvement Collaborative Improvement Plan.

Evidence we gather:

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 Children.
Review and evaluation of feedback and data from implementation of ASN Locality Forums.
Data for LAC and ASN including:

- 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.
- Feedback from nurturing programmes.
- 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.

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