

Key messages from Standards and Quality Report

March 2018



School/Establishment Leadership

Key strengths

Leadership continues to be strong across Inverclyde at both authority and establishment level.

There are many support networks and development opportunities in place for our current leaders and those who may wish to take up leadership positions in the future.

Next Steps

- Implement and evaluate the leadership strategy.
- Continue to develop a structured programme to support teachers who are actively seeking promotion.
- Monitor and evaluate the impact of the existing programmes.
- Develop, as part of the Glasgow City Regional Improvement Collaborative, Early Years' leadership opportunities.

Teacher Professionalism

Key strengths

Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service.

We consider the opportunities for professional learning to be a key strength. The impact of professional development can be seen in the classroom and has contributed to raising attainment and closing the poverty related attainment gap. Whole authority programmes are ensuring a more consistent approach to learning, teaching and assessment.

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.
- Monitor the use of the revised Learning Teaching and Assessment policy.
- Link to self-evaluation – systematic evaluation of the small number of programmes in literacy, numeracy, health and wellbeing and leadership to ensure their impact.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.

Parental Engagement and Partnership Working

Key strengths

Partnership working remains strong across Inverclyde. The work being undertaken as part of the Attainment Challenge was identified as a key strength of the recent Children's Services Inspection.

Family learning remains a key focus for our Attainment Challenge and the work we are undertaking is recognised as strong practice at both a local and national level.

We are making good progress and are developing increased partnerships with employers to develop our young workforce.

An increasing wide range of strong partnerships are developed to ensure that children and young people are supported to be the best they can be. These partnerships include Active Schools, Community Learning and Development, libraries, partnerships with other authorities and national agencies.

We have undertaken a survey, "Ask the Family" to engage with families and seek their views on parental engagement and progress with family learning. This will inform our self-evaluation and next steps.

Next Step

- 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. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.
- 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 through the Glasgow City Regional Improvement Collaborative.
- Active schools will focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment, achievement and tracking of the participation of the children.

Assessment of Progress

Key Strengths

Performance in Inverclyde schools remains strong and we perform better when compared to those in similar circumstances in almost all measures.

Inverclyde is above the national for the Annual Participation Measure which measures all young people from 16 to 19 who are in education, training or employment.

The Attainment Challenge has shown a continued very positive trend in data as to how schools are raising attainment overall and closing the attainment gap linked to deprivation.

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. These opportunities include outstanding success in musical and sporting activities at both a local and national level. We remain one of the highest authorities in the UK for participation rates in the Duke of Edinburgh Awards.

Next Steps

- All schools use moderated assessment information to track and monitor the progress of every pupil.
- Increase the use of accredited courses offered by schools in partnership with CLD.
- 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 Programme and to ensure a progression of employability skills.

Key Strengths

The Attainment Challenge funding has meant that we are now in a position to be able to provide increasingly high quality support and training opportunities across all sectors. Schools have used Pupil Equity Funding to build upon the work of the Attainment Challenge.

Schools and establishments have clear plans in place which are increasingly informed by data to identify evidence based interventions that will drive improvement. The high quality of self-evaluation and planning is contributing to Inverclyde's success in raising attainment and closing the poverty related attainment gap.

Inverclyde Council's schools, early years centres and Education Services deliver a high quality of provision overall and are well placed to continue to drive improvement. Authority reviews of schools continue to support and challenge leaders with the improvement agenda.

Next Steps

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.**
- Embed the use of a consistent authority wide data set in 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.**
- Review 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 when evaluations are complete and look at how we can address gaps in the curriculum, working within the parameters of the curriculum.**
- Identify an Action Plan to address areas of support required for schools as a result of the Health and Wellbeing Survey**

The Development of our Curriculum

Key strengths

Our schools are well placed to continue to take forward and further develop Curriculum for Excellence. Schools are increasingly defining their curriculum to meet the needs of their local context.

Schools are improving in their ability to define appropriate pathways for young people in their senior phase. Linked to the work on DIYW, employability skills are increasingly prominent through the Broad General Education and into the senior phase.

Good progress has been made with the 1+2 languages initiative.

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

Key strengths

Exclusion rates in Inverclyde remain significantly below the national average. Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched this year and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates.

The ongoing work on nurture has been taken forward with a high proportion of staff having been trained on fostering nurturing relationships with pupils.

Building on strong established practice and partnerships, Inverclyde is in a very good position to continue to take forward the Getting It Right for Every Child (GIRFEC) agenda.

The recent inspection of Inverclyde Children's Services highlighted the very strong partnership approaches to ensure that the needs of all pupils in Inverclyde are met. The work of the Attainment Challenge was identified as a key strength.

Next Steps

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- 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.