

# Inverclyde council

## Education Services

### Improvement Plan 2019/20



## Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2019/20. The first part of this process is the Standards and Quality Report for 2018/19. 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:

Corporate Directorate Improvement  
Plan for Education, Communities  
and Organisational Development

Inverclyde Children's Services  
Plan 2017- 2020

### Education Services Improvement Plan

Attainment Challenge Plans

1+2 Languages Plan

School Improvement Plans

Leadership Strategy

Parental Engagement Strategy

Literacy Strategy

Numeracy Strategy

Developing Inverclyde's Young Workforce

Education Psychology Improvement Plan

Education Services Quality Assurance  
Framework

## **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 and will feed into the wider Children's Services Plan. 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:

- Develop a shared understanding of systems leadership and the context for systems change.
- Develop a shared understanding of what an empowered system looks and feels like.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.

By March 2020 we will have	Who is responsible?
<p><b>Develop a shared understanding of an empowered system.</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• Developed clarity and purpose of an empowered system.</li> <li>• Implemented West Partnership toolkit on empowerment.</li> <li>• Produced and developed local guidelines on empowerment.</li> <li>• Continued to work with the West Partnership 'leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning.</li> <li>• Monitored and evaluated the impact of the existing leadership programmes.</li> <li>• Further developed a culture of leadership and coaching, at all levels, to improve outcomes for learners.</li> </ul>	<p>Head of Education Attainment Challenge lead officers Education Officer with responsibility for leadership Education Officers</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge plan.</li> <li>• Corporate Directorate Improvement plan.</li> <li>• Children's Services Plan 2017/20.</li> <li>• Inverclyde's GIRFEC Pathways Policy and Procedures.</li> <li>• West Partnership Improvement plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMIE and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> </ul>	

- Evidence of West Partnership toolkit being used in establishments.
- Impact of Locality Networks.
- 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:**

Evidence of empowerment actions at establishment, cluster and authority level.

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.

Evidence of establishments sharing best practice and resources at a local level.

## Teachers Professionalism

**To support the development of learning networks by facilitating collaborative events and professional development opportunities.**

**Career Long Professional Learning (CLPL) will improve 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 will benefit from high quality learning experiences and teaching.

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

- Support the development of West Partnership learning opportunities
- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to embed the revised learning, teaching and assessment policy (LTA).
- All observed lessons should be good or above with the majority being judged as very good or above.

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• 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 West Partnership, 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"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and wellbeing/Nurture</li> <li>• The use of ICT to support learning</li> <li>• West Partnership conferences</li> </ul> </li> </ul>	Head of Education  Attainment Challenge Team  Education Officers
<ul style="list-style-type: none"> <li>• Ensured that CLPL impacts upon playroom/classroom practice.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Embedded the learning, teaching and assessment policy and developed a consistent and shared understanding of high quality learning and teaching.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Evaluated Authority programmes in literacy, numeracy, health and</li> </ul>	Head of Education

well-being and nurture	Education Officers Attainment Challenge Team
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children's Services Plan.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	

<b>Evidence we gather:</b> <ul style="list-style-type: none"> <li>• School/establishment HMle and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> <li>• Number of teachers who are undertaking courses to meet the Standard for Headship.</li> <li>• Number of senior managers in Early Learning and Childcare with BA Childcare Practice.</li> <li>• Participation in West Partnership Conferences</li> <li>• How staff are undertaking professional development to meet the standards for Leadership and Management.</li> <li>• Local authority school reviews.</li> </ul>
<b>Success criteria:</b> <p>Almost all of observed lessons should be judged as good or above. The majority should be very good or above.</p> <p>All staff in schools will be able to evidence the impact of the Inverclyde learning, teaching and assessment policy.</p> <p>All staff are engaged in appropriate CLPL.</p> <p>Findings of the evaluation of Authority programmes in literacy, numeracy, health and well-being and nurture are implemented.</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 engage with the West Partnership to take forward the Scottish Government Action Plan on Parental Involvement and Engagement
- Devise programmes of opportunities to share and develop practices in Family Learning and parental/community engagement.
- Continue to improve and expand communication, consultation and collaboration with parents/carers and the wider community, to ensure that all are fully involved.

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Strengthened joint working with West Partnership to take forward the Scottish Government's action plan on Parental Involvement and engagement.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Continued to ensure that a co-ordinated response to family learning is taken forward to maximise impact on attainment.</li> </ul>	Head of Education CLD Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Further improved consultation and collaboration with parents / carers and the wider community, to ensure that all are fully involved.</li> </ul>	Head of Education Education Officer with responsibility for parental engagement
<ul style="list-style-type: none"> <li>• Continued to work on targeted intervention work with inactive children and young people from SIMD 1 &amp; 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 &amp; 2.</li> </ul>	Attainment Challenge Team Leader Active Schools Co-ordinator
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children's Services Plan.</li> <li>• Corporate Directorate Improvement Plan.</li> </ul>	



- 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.
- Feedback from family learning events.
- Questionnaires from inspections and school/establishment reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.
- Evidence from Active Schools Annual Performance Statistics

**Success criteria:**

Evidence of effective joint working with West Partnership.

Gathered information on family learning's impact on attainment.

School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.

Evidence of improvement communication and engagement with parents/carers

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.

## 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 take forward the authority 2019/20 moderation plan and continue to 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 the use of high quality assessments to determine next steps.
- Continue to develop literacy and numeracy progression pathways 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 take forward and implement the National Improvement Framework.

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Taken forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.</li> </ul>	Head of Education Education Officer Quality Assurance Moderation and Support Officers Attainment Advisor
<ul style="list-style-type: none"> <li>• Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.</li> </ul>	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer
<ul style="list-style-type: none"> <li>• Further develop the use of SEEMiS BGE tracking and reporting application.</li> </ul>	Head of Education Education Officer SEEMiS Development Officer
<ul style="list-style-type: none"> <li>• Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.</li> </ul>	Head of Education MCMC team

<ul style="list-style-type: none"> <li>Devised action plans to collate and support the analysis of the West Partnership critical indicators</li> </ul>	Head of Education
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children's Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>West Partnership Improvement Plan</li> </ul>	
<b>Evidence we gather:</b> <ul style="list-style-type: none"> <li>The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.</li> <li>Data from surveys on health and wellbeing including feedback from nurturing programmes.</li> <li>Senior phase qualifications and awards data.</li> <li>Youth Participation Measure.</li> <li>Wider achievement awards.</li> <li>Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.</li> <li>Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.</li> </ul>	

## Success Criteria for Attainment

Performance Measure	Inverclyde	Target	National
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	73.5%	75%	71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Plan Critical Indicator</i>	80%	82%	78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	90.5%	91%	87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i>	85.6%	89%	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing	42.8%	45%	46.4%

and talking and listening)  <i>West Partnership Regional Improvement Plan Critical Indicator</i>			
% of S3 pupils achieving fourth level or better in numeracy  <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	45%	56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better  <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	70%	62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better  <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	36%	36%
% of leavers achieving SCQF Level 5 or better in literacy  <i>West Partnership Regional Improvement Plan Critical Indicator</i>	84.9%	86%	82%
% of leavers achieving SCQF Level 5 or better in numeracy  <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	76%	69%

## 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.
- Embed the use of a 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 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Worked alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Embedded the use of a consistent data set in all schools. The data will be linked to SIMD levels to highlight any gaps linked to deprivation.</li> </ul>	Head of Education, Education Officer Attainment Challenge Data Team
<ul style="list-style-type: none"> <li>• Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.</li> </ul>	Head of Education, Education Officer SEEMiS Development Officer Early Years Development Officer
<ul style="list-style-type: none"> <li>• Worked with neighbouring Authorities to build capacity across all sectors.</li> </ul>	Head of Education, Education Officers, Heads of Establishment
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	

### 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.
- Feedback from West Partnership joint capacity building activities.

**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.

All establishments will have a greater understanding of the use of data as a tool for improvement and of the West Partnership critical indicators.

Establishments are prepared for the launch of the new SEEMiS systems in August 2020.

All establishments are using the new version of pastoral notes.

## The Development of our Curriculum

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

### Next Steps

- Continue to support establishments to ensure the delivery of a curriculum which has a range of pathways, which support the needs of all learners, that will lead to improved outcomes.
- Continue to develop the range of courses available in the senior phase and work with DYW and FE to improve the range of curricular pathways for all young people.
- Improve Inverclyde Council's positive destination figures.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Engaged with the West Partnership to develop the Curricular / Specialist networks workstream to ensure appropriate pathways for all learners.</li> </ul>	Head of Education, Education Officers
<ul style="list-style-type: none"> <li>• Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer' for senior pupils</li> </ul>	Head of Education, Education Officers Heads of Establishment
<ul style="list-style-type: none"> <li>• All schools will have developed appropriate pathways for all learners.</li> </ul>	Heads of Establishment DIYW Development Officer
<ul style="list-style-type: none"> <li>• Worked with all stakeholders to increase positive and sustained destinations to 95%.</li> </ul>	DIYW Development Officer More Choices More Chances Team
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	
<b>Evidence we gather:</b> <ul style="list-style-type: none"> <li>• Inspection and validated self-evaluation evidence.</li> <li>• Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Improvement and Quality Indicator 3.3 - Creativity and Employability.</li> <li>• Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning.</li> </ul>	



- Learning pathways offered to our children and young people.
- Evaluation of Developing Inverclyde's Young Workforce.
- Evidence of involvement in the West Partnership.

**Success criteria:**

The work of the Curricular / Specialist networks workstream has ensure appropriate pathways for all learners.

Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils

Further raised attainment in the Senior Phase.

Achieved the target of 95% for positive and sustained destination results for each school.

## 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

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- 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.
- Implement relevant actions from Inverclyde Council's Autism Strategy.
- Embed actions from the additional support review:
  - Establish ASN locality forums in 3 localities
  - Implement a 3 tier mental health framework.
  - Review Education service's GIRFEC model

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<ul style="list-style-type: none"> <li>• Continued to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.</li> </ul>	Head of Education Attainment Challenge Data Team Education Officers Heads of Education Officers Establishment
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increased the number of LAC pupils entering a positive and sustained destination upon leaving school.</li> </ul>	Head of Education More Choices More Chances Team
Embedded actions from the additional support review: <ul style="list-style-type: none"> <li>• Established ASN locality forums in 3 localities</li> </ul>	Head of Education Education Officers

<ul style="list-style-type: none"> <li>Implemented a 3 tier mental health framework.</li> <li>Reviewed education service's GIRFEC model</li> </ul>	<p>Educational Psychology Service</p>
Continued to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.	<p>Head of Education Education Officers Educational Psychology Service</p>
<p><b>How does this link to other plans?</b></p> <p>Children's Services Plan 2017/20.  Attainment Challenge Workstreams.  Inverclyde's Autism Strategy 2014/24.  Inverclyde's Corporate Parenting Strategy.  Inverclyde's GIRFEC Pathways Policy and Procedures.  Community Empowerment Implementation Strategy  West Partnership Improvement Plan.</p>	
<p><b>Evidence we gather:</b></p> <p>Monitoring of recommendations of Authority ASN forum.  Review and evaluation of feedback and data from implementation of ASN Locality Forums.  Evaluation of fulfilment of statutory duties.  Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Children.  Data for LAC and ASN  Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement, QI 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p><b>Success criteria:</b></p> <p>Fully integrated an inclusive education system.</p> <p>Improved educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</p> <p>Established effective ASN locality forums .</p> <p>Implemented a 3 tier mental health framework.</p> <p>Reviewed education service's GIRFEC model.</p> <p>Actions of the Autism / Communication Friendly Schools are positively impacting on outcomes for learners.</p>	

