

Key messages from Standards and Quality Report

March 2019



Key Strengths

Leadership continues to be very strong across Inverclyde at both authority and establishment level. The influential leadership at all levels was highly praised by Education Scotland in May 2018.

The development of Leadership pathways means that there are increasing 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

- **Develop clarity and purpose of an empowered system in line with national advice.**
- **Implement the West Partnership toolkit on empowerment.**
- **Develop local guidance on empowerment.**
- **Continue to work with the West Partnership, Leadership and Succession Planning workstream, to share practice and ensure a consistent approach to succession planning.**
- **Monitor and evaluate the impact of existing leadership programmes.**
- **Further develop a culture of Leadership Coaching at all levels to improve outcomes for learners.**

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 continued 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 now embedded to ensure a more consistent approach to learning, teaching and assessment.

Inverclyde practitioners are fully involved in West Partnership events and learning opportunities.

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 Career Long Professional Learning impacts on playroom / classroom practice.
- Embed the learning, teaching and assessment policy and develop a consistent and shared understanding of high quality learning and teaching.
- Evaluate Authority programmes in literacy, numeracy, health and wellbeing and nurture.

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 sector leading in the recent Education Scotland Inspection.

The new Inverclyde Education Services Parental Engagement Strategy 2018/19 was launched in May 2018, strongly reflecting parental and partner views gathered as part of our consultation process.

In June 2018, King's Oak Primary School was successful in winning the Family and Community Learning category at the Scottish Education Awards. Kilmacolm Primary School was also successful in winning the Raising Attainment in Literacy Award, for their programme encouraging reading both in school and at home with the family.

Next Steps

- Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.
- Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment
- Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
- Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.

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. There is a strong and improving trend in almost all measures in the senior phase and the Broad General Education.

The Attainment Challenge continues to show 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.

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School/Establishment Improvement

Key Strengths

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. The quality assurance framework for schools has been reviewed to ensure that Education Services continues to provide support and challenge to all schools and centres.

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 and continue to evaluate the impact of interventions.

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. Schools and establishments have clear plans in place which are now informed by comprehensive data packages 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.

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.

The Development of our Curriculum

Key Strengths

Schools are increasingly defining their curriculum to meet the needs of their local context. Schools in Inverclyde are empowered to develop and lead their own curriculum.

The literacy and numeracy pathways are supporting schools to increase the pace of the curriculum but still ensure breadth and depth.

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. More pupils are registered for My World of Work.

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

Next Steps

- Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.
- Continue to develop the senior phase through enhanced pupil choice and monitoring of progress. Define the Inverclyde 'offer' for senior pupils.
- All establishments to continue to develop pathways for all learners.
- Work with all stakeholders to increase positive and sustained destinations to 95%.

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

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
- Increase the number of LAC pupils entering a positive and sustained destinations.
- Embed actions from the additional support review.
- Continue to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.