Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**5 September 2023**
Report By:	**Ruth Binks** Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/34/23/MR**
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Subject:	**Education Services Improvement Plan 2023-24**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to present the Education Services Improvement Plan for session 2023-24 for approval.

1.3 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a plan with local improvement objectives.

1.4 Inverclyde Council's Education Services Improvement Plan 2023-24 is appended to this report. The Standards and Quality Report provides a focused summary of educational progress and a flavour of the work delivered by our schools from April 2023 to April 24. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.

1.5 This report shares the full final plan and all actions that will be undertaken to achieve the intended outcomes. The plan is already under way and initial progress is being made. The plan seeks to support the ongoing improvement process of Schools and Early Learning Centres (ELC) addressing key areas for improvement.

1.6 For greater detail on the plans of any individual school, Elected Members should refer to the school or ELC's own Improvement Plan posted on their website. For schools this include details of how they will spend their Pupil Equity funding over the same time period.

1.7 As part of Scottish Attainment Challenge refreshed framework all authorities will be asked to set Stretch Aims for the coming year by September 2023. These will be agreed with the Scottish Government via a meeting with Education Scotland in September 2023 once the full set of primary and secondary outcomes are available. To this end the plan may need to be adjusted, particularly the outcomes and measures sections. To this end a final version of the plan, including and overview of the stretch aims will be reported to committee in November 2023.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education Committee approves the content and the publication of the Improvement Plan for 2023 - 24.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 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. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 which imposed 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.

3.2 The new duties for planning commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.

3.3 As in previous years the annual report is made up of two parts, the Standards and Quality Report (presented to the Education Committee in May 2023) 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.

3.4 The service designed a new format for the improvement plan in 2021 which seeks to have clearer overall outcomes, alongside key actions and KPIs. This is the third year of its implementation.

3.5 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy. We have further focussed the number of actions, priorities and projects against each national priority.

3.6 The Improvement Plan is written under the key national priorities which are:

- Placing the human rights and needs of every child and young person at the centre of education
- 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

3.7 In the plan the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.

3.8 As well as these we continue to focus on:

- Getting it right for every child
- Improving outcomes of care experienced children, young people and their families

4.0   Summary of key priorities and actions

4.1   <u>**Improvement in attainment, particularly in literacy and numeracy**</u>

A1   Launch the service's School Improvement framework alongside year 2 of the peer review programme evolving it in line with ongoing feedback and evaluation.

A2   Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all

A3   Further develop models for cluster working as part of the above curriculum development strategy

A4   Development of Gaelic GME secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25

A5   Introduce an early year's network called the "Take 30 Pathway" for all EY staff to support the sharing and development of effective practice

A6   Roll out the Literacy Strategy, with a focus on the highly effective teaching of reading.

A7   Further develop Inverclyde's vision for play, aligned to the West Partnership Principles for Play.

A8   Further develop tools for P1, P2 and P2/3 staff to support planning, assessment, implementation and sustainability of play.

A9   Further develop data strategy by:

❑   Piloting Early Years dashboard with identified Early Years establishments
❑   Reviewing support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete
❑   Working with Secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and Senior Phase data

A10   Continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog and the section on the WP hub re training for PSAs as a training tool for establishments

A11   Establish the Digital Strategy Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy.

4.2   <u>**Closing the attainment gap between the most and least disadvantaged**</u>

B1   Review SEF Years 2 – 4 planning based on current data and evidence

B2   Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable

B3   To review the referral process for access to the Family Support Worker service (Barnardo's) to ensure timely interventions that meet children and family's needs

B4   Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund)

4.3   <u>**Improvement in children's and young people's health and wellbeing (HWB)**</u>

C1   Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group

C2   Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss policy

C3   Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through PSE leads and identify further actions that need to be taken.

C4   Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools.

C5   Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations.

4.4   **Improvement in employability skills and sustained, positive school leaver destinations for all young people.**

D1   Updated Action plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Work Force workstreams.

D2   Continue to review the curriculum offer in school and in partnership with college to ensure appropriate courses are in place and progression pathways are available.

D3   Grow the range of vocational and work-based courses on offer through increased partnership working with the college and other agencies.

D4   Re-establish subject networks to allow Principal Teachers and teaching staff the opportunity to collaborate on curriculum design.

D5   Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements.

D6   Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26.

D7   Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools.

D8   Provide appropriate training to school staff who will be responsible for this.

D9   Develop parent friendly materials to support families preparing for young people leaving school.

D10   Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum.

D11   Increase number of schools who have SCQF Ambassador status.

D12   Revise guidance documents for schools on supporting leavers

D13   Create marketing toolkit for schools to use for young people who have left school via a non-traditional route.

4.5   **Getting it right for every child**

E1   Ensure that all establishments have a clear plan in place to ensure that practice and provision is trauma informed

E2   Implement the single agency pupil assessment and planning document

E3   Relaunch of Promoting Positive Behaviour training alongside a refreshed delivery model

E4   Review the missing pupil policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support

E5   Continue to build and develop the PT ASN network

E6   Introduce a leadership pathway for aspiring DHTs to support them with leading ASN

E7   Review and develop the service offer from Lomond View with a focus on preventing pupils requiring out of authority placements

E8   Link the review of LVA to a wider strategic needs analysis of ASN provision across the authority

E9   Implement new model of speech and language Service Level Agreement

E10   Develop ASN support groups for parents including ongoing support at key points of transition (Link to work of ASIG and CSP)

E11   Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Building Racial Literacy programme

4.6 **Improving outcomes of care experienced children, young people and their families**

F1 Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education

F2 Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP

F3 Continue to utilise the role of the Virtual head in leading aspects of the Children's Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice

F4 Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 **Legal/Risk**

The Standards and Quality Report (2022/23) and this Service Improvement Plan (2023/24) 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.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

The first section of the Education Service Plan (Pages 3 and 4) outline how this plan links to the overall Council Plan and other relevant plans such as the Children's Service Plan.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 See attached Education Service Plan 2023/24.

Inverclyde council

Education Services

Improvement Plan 2023/24

Inverclyde council EDUCATION SERVICES IMPROVEMENT PLAN 2023/24

Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2022/23. The first part of this process is the Standards and Quality Report (SQR) for 2022/23. The SQR 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. A full glossary of terms used can be found at the end of the document.

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 five priorities of the NIF are:-
- Placing the human rights and needs of every child and young person at the centre of education
- 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.

In the plan below the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.

NIF Drivers

The key drivers of improvement (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information) continue to provide a focus and structure for gathering evidence to identify what is working well and where further improvements can be made. The NIF drivers also ensure we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across the drivers are essential to enable continuous improvement.

Towards Empowerment

We will also consider how we can support the following dimensions of empowerment in our planning: autonomy, professional learning, participation and engagement collaboration, resources and impact.

Inverclyde's Strategic Outcomes for Children and Young People

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 impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.**

- **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 Education Officer SIP oversight group which also tracks the progress of the plan at regular intervals throughout the year and will feed into the wider Children's Services Plan. The group meets at least four times a year to collate progress made, identify emerging impact and to analyse the data linked to the identified actions.

2

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2023-26. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

For our 2023-26 Children's Services Plan we have identified four key outcomes

- **Outcome 1: Children, young people and families are listened to and their views are instrumental in designing and delivering services**
- **Outcome 2: Children and young people's health and wellbeing is promoted and improved**
- **Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families**
- **Outcome 4: Children, young people, families and services work together to reduce inequalities**

Education Improvement Priorities	NIF Priorities	Partnership Plan / Council plan / Committee Delivery and Improvement Plan / Children's Service Plan	Education strategies/ plans
Placing the human rights and needs of every child and young person at the centre of education	Placing the human rights and needs of every child and young person at the centre of education	CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services	
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	CP theme 1 ED1: Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan ED3: ICT will support a more flexible, responsive and sustainable approach to delivering learning and teaching in schools. ED4: Provision for Secondary Gaelic Education in Inverclyde will be established.	Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Education Improvement framework Leadership strategy Gaelic plan
Closing the attainment gap between the most and least disadvantaged children and young people.	Closing the attainment gap between the most and least disadvantaged children and young people.	CP theme 1 CSP Outcome 4: Children, young people, families and services work together to reduce inequalities ED5: Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy

		Education Improvement framework Leadership strategy Community Learning & Dev (CLD) plan
Improvement in children's and young people's health and wellbeing.	CP theme 1 CSP Outcome 2: Children and young people's health and wellbeing is promoted and improved	CLD plan Health & Well Being (HWB) strategy Educational Psychology Improvement plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	CP theme 1 ED6: Pathways for Senior Phase pupils will be enhanced.	Senior Phase Action plan Additional Support Needs (ASN) action plan
Getting it Right for Every Child (GIRFEC).	CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services ED2: Targeted services for vulnerable children will be delivered to support the achievement of the priorities in the Inverclyde Children's Services Plan	Children's Services Plan ASN action plan Educational Psychology Improvement plan Family wellbeing hub plan
Improving outcomes of care experienced children, young people and their families.	CSP Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families	Children's Services Plan ASN action plan Educational Psychology Improvement plan

A: Improvement in attainment, particularly in literacy and numeracy.

Outcomes for learners
Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.

UNCRC Articles 3, 23, 28, 29, 39

Link to outcome 1 and 4 of the children's' service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Educational establishments are able to take forward and implement improvements that have a positive impact for learners.	**Driver: Leadership** **A1** Launch the service's Education Improvement framework alongside year 2 of the peer review programme evolving it in line with ongoing feedback and evaluation.	• Increase in the percentage of establishments self-evaluating themselves as good or above in NIF returns from 92 – 95% • Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty's Inspectors of education (HMIe), Care Inspectorate & review reports – increase from 92 – 95%.	Head of Education Education Officer	By Sept 23 and throughout 23/24
	A2 Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all **A3** Further develop models for cluster working as part of the above curriculum development strategy	• Vision and strategy are established and clear to all – evident in SIPs for 24/25 • Strategy aligns with emerging developments from Education reform programme • Related CLPL programme in place for 24/25 • Subject to formal consultation a GME provision will be established ready to operate from August 2024	HOE and EOs P'ship with Education Scotland	By April 2024

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	A4 Development of Gaelic GME secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25	• Improvements in practice across early years provision is evidenced through ind establishment's own QA as well as through external review i.e. CI / ES and own internal peer review programme	HOE EO – EM	By April 2024
	A5 Introduce an early year's network called the "Take 30 Pathway" for all EY staff to support the sharing and development of effective practice		QIM EO - AM	By April 2024

Task	Success criteria	Responsibility	Timescale
Drivers: School Improvement / teacher professionalism / assessment of children's learning **A6** Roll out the Literacy Strategy, with a focus on the highly effective teaching of reading.	• Evidence of increased impact on reading outcomes in participating schools • Evidence of improved learning and teaching in participating schools through peer review and internal S and Q reporting	Attainment Challenge (AC) Project lead	By June 2024
A7 Further develop Inverclyde's vision for play, aligned to the West Partnership Principles for Play.	• A clear and shared vision for further development work is in place alongside a self-evaluative framework • All primary schools have completed self-evaluation linked to their play journey identifying key next steps for 2024/25	Quality Improvement manager (QIM) Play strategy group	By Dec 2023 By April 2024
A8 Provide support to senior leaders to ensure the ongoing implementation of established tools which support planning and assessment, further strengthening the implementation and sustainability of play in P1, P2 and P2/3.	• Support materials are supporting improvement and having an impact on outcomes at both early level and across level 1 P1 – 2.	QIM	By April 2024
A9 Further develop data strategy by: ❑ Piloting Early Years dashboard with identified Early Years establishments ❑ Reviewing support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete ❑ Working with Secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and Senior Phase data	• Evidence of improved assessment processes linked to data tracking and monitoring resulting in improved outcomes across pilot ELCs • Stretch aims agreed in line with revised national guidance / approach • Agreed approach to tracking and monitoring adopted across all secondary schools; early signs at agreed tracking periods of improved assessment linked to improved outcomes across S1 -3	QIM AC project leader AC project leader EOs – AS / EM	By April 2024 By Sept 2023 Throughout 2023/24 and by June 2024

All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum

	A10 Continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog and the section on the WP hub re training for PSAs as a training tool for establishments	• Ongoing evidence through work of AC, Peer review programme and establishments own QA processes of the effective impact of the work of PSA staff in meeting pupils' needs.	AC project lead Educational psychology team Education officers	By April 24

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Improve in the quality of digital literacy and learning in every establishment	**Driver: Leadership** **A11** Establish the Digital Strategy Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy.	• Ongoing progress of the directorate digital strategy 2021 - 25 • Schools can evidence improvements in digital pedagogy through school reviews and SQR • Increased number of establishments engaged in and achieving the digital schools award • CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs	HOE EO – AS	By June 2024

B: Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes for learners

UNCRC Articles 3, 23, 28, 29, 39

All gaps reduced back to or reduced further, in relation to 2019 ACEL as part of ongoing recovery process

Link to outcome 4 of the children's service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG **Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data**	**Driver: leadership / school improvement / parental engagement** **B1** Review SEF Years 2 – 4 planning based on current data and evidence	• SAC refresh plan post year 2 will be clear and agreed • Stretch aims, inc core and core plus, agreed for 23/24 and progress is being made towards them	HOE, AA, AC Project leader	By June 23 By Sept 2023
	B2 Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable	• Schools can evidence impact via attainment outcomes and SQRs 2023/24 • Data strategy moving to embedded – greater consistency in the see of data, particularly across early years and BGE S1 – 3.	HOE, AA, AC Project leader EOs School Business Officers	By Sept 2023 By April 2024
	B3 To review the referral process for access to the Family Support Worker service (Bernardo's) to ensure timely interventions that meet children and family's needs	• Data processes updated to improve referral process to FSW • Termly updates indicate more streamlined referral process – decrease in families requesting crisis support	AC Project leader	By April 2024
			PEP	By April 2024

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	B4 Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund)	- There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff. - For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point. - Children and young people accessing the service will report improved wellbeing using a variety of measures. - Adults accessing the service will report an improved sense of agency using a variety of measures.	CSWO	

C: Improvement in children's and young people's health and wellbeing (HWB).

Outcomes for learners
Pupils' health and wellbeing indicators improve with a particular focus on mental health

UNCRC
Articles 3, 23, 28, 29, 39

Link to outcome 2 of the children's service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Pupil attendance improves for all, closer to pre-pandemic levels.	**Driver: Leadership / school improvement / parental engagement** C1 Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group	• Attendance strategy launched and in use – found in evidence via Peer Review process as well as ongoing EO visits / SIPs • Weekly tracking shows improved levels of attendance for all establishments in comparison to 22/23 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%)	Depute Principal Ed Psych (JJ) SAC project manager Attainment Advisor	By Oct 2023 During 23/24 By June 2024
Support and provision for pupils' mental health and wellbeing continues to improve	**Driver: Leadership / school improvement / teacher professionalism** C2 Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss policy C3 Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through	• Establishments involved are able to evidence their overall strategy and provision for supporting pupils with Bereavement, Change and Loss e.g. achieving charter mark status • A clear picture is established with themes identified and shared with key stakeholders. Actions and next steps are identified and can be found in future planning.	EO – AM EO – AM	By April 2024 By Dec 2023

Measure	Actions	Success criteria	Responsible	Timeline
	PSE leads and identify further actions that need to be taken.			
	C4 Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools.	• Agreement reached with secondary school leaders about use of MVP and related CLD support for 2023/24 • Emerging impact in relation to anti-social behaviour incidents	HOE and EOs CLD Service manager	By Sept 2023
Reductions in reports of incidents of bullying in comparison to figures from 2021 - 23	**Driver: Leadership / school improvement** C5 Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations.	• Incidents of reported bullying decrease from 2022/23 baseline • Revised policy and protocol for recording of incidents in place • Incidents of reported racist incidents decrease from 2022/23 baseline	PEP HOE / SEEMIS Officer	By April 24 By April 24 By June 2024

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Improve the overall percentage of young people achieving a positive and sustained destination in comparison to the 2022/23 SLDR %	**Driver: School Leadership, School Improvement, Assessment of children's progress** D1. Updated Action plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Work Force workstreams. D2. Continue to review the curriculum offer in school and in partnership with college to ensure appropriate courses are in place and progression pathways are available. D3. Grow the range of vocational and work-based courses on offer through increased partnership working with the college and other agencies. D4. Re-establish subject networks to allow Principal Teachers and teaching staff the opportunity to collaborate on curriculum design. D5. Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements. D6. Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26.	• All schools will offer a range of qualifications which will include those that are assessed internally including National Progression Awards. • Courses on offer from the college will be aligned to the offer in school, reducing duplication, allowing improved progression pathways. There will also be an increased offer to reflect the labour market in Inverclyde and neighbouring regions such as the introduction of courses in Care. The number of young people participating in a Foundation Apprenticeship will increase from previous session. • Average number of tariff points that young people leave school with will increase from previous sessions. • Attendance figures in the senior phase will increase. • Subject networks will be established and have met with agenda and minutes shared; leaders attending will evaluate positively and be able to identify impact in their schools	• Secondary HTs • EO – Senior Phase • Governance Group • West College Scotland	By September 2023 By December 2023 By December 2023 By October 2023 By December 2023 Ongoing by June 2024
All young people with Additional Support Needs, Care Experienced Young People or other barrier will be supported into a positive and sustained destination	**Driver: School Leadership, School Improvement, Assessment of children's progress** D7. Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools.	• Every school will have offered an event to support moving to a post school destination for young people who require an enhanced transition. • Number accessing support materials will be high through dedicated council mini site.	• Secondary HTs • ASN Leaders • PT Guidance • EO – Senior Phase/Inclusion • Ed Psych • HSCP	By September 2023

	D8. Provide appropriate training to school staff who will be responsible for this. D9. Develop parent friendly materials to support families preparing for young people leaving school.	• Feedback from parent user groups will show an increasing confidence in navigating the post school offer.		By October 2023 By November 2023
Young people are aware of the employability skills necessary for the world of work and the different pathways available to secure positive sustained destinations.	Driver: Teacher Professionalism, School Leadership, School Improvement, Parental Engagement D10. Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum. D11. Increase number of schools who have SCQF Ambassador status D12. Revise guidance documents for schools on supporting leavers D13. Create marketing toolkit for schools to use for young people who have left school via a non-traditional route.	• Attendance at CLPL events will show high engagement • Evidence of skills being linked to curriculum will be evident in planning. Pupils will be able to articulate this during school reviews. • All secondary's will be registered as SCQF Ambassador Schools. • All school will be using the school leaver guidance documents and consistency will be seen during leaver review meetings. • Social media posts will have generated engagement on the range of offers and routes to post school destinations. • The Annual Participation Measure and Initial School Destination figure will show an increase from previous year.	• All establishments • EO – Senior Phase • SDS • MCMC	Ongoing by June 2024 By June 2024 By August 2023 By December 2023

E: Getting it Right for Every Child

Outcomes for learners
The needs of all learners are met, ensuring that they make progress and achieve

UNCRC

Link to outcome 1 of the children's service plan

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	Driver: Leadership, school improvement, teacher professionalism, assessment of children's learning			
	E1 Ensure that all establishments have a clear plan in place to ensure that practice and provision is trauma informed	• All establishments are able to evidence where they are on their trauma informed journey and what plans they have in place to develop this further inc annual service agreement with Ed Psych • Reduction in referrals to the ASG seeking support due to increased capacity to support in establishments – baseline to be taken at end of 22/23 once a term of ASG meeting has been in place.	PEP / EO - VS	By Dec 2023
Outcomes for all pupils with ASN improve	**E2** Implement the single agency pupil assessment and planning document	• All establishments are implementing the new single agency pupil assessment and planning; evidence through submissions to the ASG and ASNMF that this is being done to a good standard and in line with policy	PEP / EO - VS	By April 2024
	E3 Relaunch of Promoting Positive Behaviour training alongside a refreshed delivery model	• Increased number of trainers from within education service • Reduction in the number of critical incidents due to staff's increased skills in de-escalation by 10% on end of 22/23 baseline	EO - VS EO - VS EO - VS	By June 23 By April 24 By August 23

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	E4 Review the missing pupil policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support	• A revised missing pupil policy will be in place • A refreshed weapons protocol is in place • Clear protocol for inter agency communication re anti-social behaviour in place • Reduction in number of missing pupils and anti-social incidents • Pupils affected receiving the correct package of support		By April 24
			EOs – VS and AM	Throughout 23/24
	E5 Continue to build and develop the PT ASN network	• All PTs leading on either ASN provision or services are attending, engaged and evaluating positively; evidence from ongoing QA of provision and services of improvements to quality	EO – AM PEP	By April 2024
	E6 Introduce a leadership pathway for aspiring DHTs to support them with leading ASN	• Participants report increased knowledge and confidence of ASN legislation and practice supporting their leadership of ASN / ASL policy in current and future posts	HOE EO – VS PEP VHT	By Sept 2023
	E7 Review and develop the service offer from Lomond View with a focus on preventing pupils requiring out of authority placements	• A clear service offer is agreed and in place	HOE	By April 2024
	E8 Link the review of LVA to a wider strategic needs analysis of ASN provision across the authority	• Pupils and families report their needs are being better met via service review	EO - VS	By Jan 2024
		• A report on wider ASN provision and needs is complete including key recommendations	QIM	By April 2024

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	E9 Implement new model of speech and language Service Level Agreement	• Evaluations and impact of the iCan CLPL and implementation are positive • Reduction in referrals to SLT	EO - VS	By Oct 2023 By April 2024
	E10 Develop ASN support groups for parents including ongoing support at key points of transition (Link to work of ASIG and CSP)	• A programme for support groups is agreed and in place • Evaluations of the groups by stakeholders is positive	HOE EO - EM	By April 2024
	E11 Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Building Racial Literacy programme	• All establishments can evidence how they are addressing approaches to anti racist education within their curriculum with leaders reporting improved knowledge and confidence in relation to race equality • Pupils report improved learning experiences and knowledge relating to race equality		

F: Improving outcomes of care experienced children, young people and their families.

Outcomes for learners
Link to outcome 3 of the children's service plan

UNCRC
Articles 3, 23, 28, 29, 39

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	Driver: Leadership and school improvement ***refer to Virtual School Improvement plan 23/24*** **F1** Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education	• Clearer and shared understanding of how CEYP funding is being used through development of a guidance document. • Reporting process on impact of funding to CE Fund oversight group in place	VHT AC project lead Reviewing Officer – JS	By April 2024
	F2 Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP	• Dashboard in place and being used by Virtual School • Outcomes for CEYP are improving both in attainment and progress at key tracking points throughout the year • Outcomes for 23/24 across all measure show improvement for CEYP	VHT AC project lead	By June 2023
Improved outcomes for Care Experienced Young People (CEYP) across all establishments	**F3** Continue to utilise the role of the Virtual head in leading aspects of the Children's Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice	• Further improved information sharing between services including individual offers of support / provision resulting in the right support at the right time i.e. improved outcomes	VHT	By April 2023
	F4 Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners.	• Improved attendance for all CEYP in particular less CEYP with attendance below 50%	VHT	By April 2023

Appendix 1: Glossary of terms

Abbreviation	In full
AA	Attainment Advisor
AC	Attainment Challenge

ACEL	Achievement of Curriculum for Excellence Levels
AFC	Action for Children
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
BRL	Building racial literacy
BYOD	Bring Your Own Device
CEYP	Care Experienced Young People
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CMO	Coaching and Modelling Officer
DYW	Developing the Young Workforce
EAL	English as an Additional Language
EO	Education Officer
EPS	Education Psychological Services
EY	Early Years
GIRFEC	Getting it Right for Every Child
HMIe	Her Majesty's Inspectors of education
HOE	Head of Education
HSCP	Health and Social Care Partnership
HT	Headteachers
HWB	Health and Wellbeing
ICOS	Inverclyde Communication Outreach Service
JST	Joint Support Teams
KPI	Key Performance Indicators
LA	Local Authority
MCMC	More Choices More Chances
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework
PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education

QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nationals Convention on the Rights of the Child
VHT	Virtual head teacher

Appendix 2: Education Service Maintenance agenda 23/24

A: Improvement in attainment, particularly in literacy and numeracy.

Previous target / next step	**Officer Responsible**

	Officer Responsible
• Increase participation in Improving Our Classrooms and Improving Our School. Introduce Improving Our Departments to secondary schools. • Continued focus on Coaching, aiming to run a further 2 cohorts of the inter-authority Coaching for Success programme next year.	AM AM
• Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap	AM
• Continue to support and monitor the implementation of the revised PIE strategy • Continue to develop ways to encourage greater engagement of Parent Council Chairs at authority events	MC
• Ongoing promotion of the use of ParentsPortal	EM
• Incorporate the Recovery Associate model within the SEF Head Teacher meeting providing opportunities for support and challenge through collaborative working in establishment family groupings • Continue to use data to effectively provide intensive support to establishments through the Outreach programme • Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice	AS MC
• Continue to refresh computers including a small-scale refresh of EY machines using desktops recovered during refresh and critical user devices for Senior Leaders and admin teams • Continue to develop a digital CLPL programme for session 23/24	AS
• Continue to develop leadership of play pedagogy across all early year's establishments and Primary Schools developing this across all levels. • Continue to engage in inter-authority working to develop best practice in play, through work with West partnership and our Inter-authority trio.	YG

B: Closing the attainment gap between the most and least disadvantaged children and young people

Previous target / next step	Officer Responsible

• Continue to provide intensive support to establishments based on data with a focus on early intervention	MC
• Continue to work effectively with partners to support children and families across Inverclyde	MC
• Continue to support establishment with their PEF planning	MC
• Continue work with Barnardo's to review the referral processes ensuring early interventions and appropriate signposting to relevant support services	MC
• Continue to support Barnardo's through the development of an action plan to improve the "readiness to learn" of children in targeted families	MC

C: Improvement in children's and young people's health and wellbeing (HWB).

Previous target / next step	Officer Responsible
• Continue to develop the Wellbeing Service with Action for Children as the provider during 2023-24.	LR / MR
• Continue with the CYPCMHW programme will continue into 2023-24 with funding similar to 2022-23	LR
• Continue to promote and support access to Kooth - Mental Health Support website for all 16 -25 yrs olds	AM
• Continue to monitor the recording of racist incidents and link to work being done around the inclusive curriculum	

D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Previous target / next step	Officer Responsible
• Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.	AS

	Officer Responsible
• Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.	AS
• Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.	AS
• Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.	As

E: Getting it Right for Every Child

Previous target / next step	Officer Responsible
• EPs will continue to support educational establishments in their development of the JST structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health & Social Care Partnership (HSCP) will also take place to see how they can support the roll out.	LR
• Maintain and update the ASL policy	LR / VS
• The training in relation to supporting transgender pupils will now become a rolling programme with an offer to staff twice per year.	LR
• There will be an ongoing offer of liaison with parental representatives in relation to dyslexia. An interactive session will take place with staff who have questions re the Pathways.	LR
• Continue to engage in national developments in relation to REAREP and Education Scotland	MR / EM

F: Improving outcomes of care experienced children, young people and their families.

Previous target / next step	Officer Responsible
• Continue to work in partnership with the promise team to promote and embed the key messages from the Promise in all education establishments and across the partnership	SC