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| Report To: | Education & Communities Committee | Date: | 21 May 2024 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/22/24/MR |
| Contact Officer: | Michael Roach Head of Education | Contact No: | 01475 712891 |
| Subject: | Education Services Standards and Quality Report April 2023 – April 2024 | | |

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for April 2023 to April 2024.
- 1.3 Councils are 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.
- 1.4 Inverclyde Council's Education Services Standards and Quality Report – April 2023 to April 2024 is appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools during this time period. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, Education Scotland inspection reports / follow through visits, Care Inspectorate reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas of strength as well as where Inverclyde Education Services can improve further. These next steps will then form the Improvement Plan for April 2024 – April 2025, detailing how these will be taken forward.
- 1.5 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. The Education Service is fully committed to providing a high quality service which will enable all young people to achieve their full potential. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This will be produced in due course.
- 1.6 For greater detail on the performance of any individual establishment, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report April 2023 – April 2024.

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 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.

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.

3.2 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 will then show how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year. Because the Standards and Quality Report is a comprehensive in-depth document, a summary containing key messages will be produced.

4.0 HIGHLIGHTS AND KEY MESSAGES

- 4.1
- Inverclyde Council won the 'Strengthening communities and local democracy' COSLA prize for its commitment to investigate the area's history and address the legacy of slavery following the murder of George Floyd in 2020.
 - All Care Inspectorate reports published this academic year to date relating to council led early years establishments graded at good or better.
 - At P1, 4 & 7 Achievement of Curriculum for Excellence Levels (ACEL) combined we have outperformed national data since the pandemic and have exceeded pre-pandemic data in 2022/23.
 - In October 2023 our Initial School Leavers Destination (ISLDR) figure increased to 96.4% from 94% in October 2022, seeing the authority move in its national ranking from 31st in 2022 to 9th in 2023. This was also the highest ISLDR figure ever achieved by Inverclyde.
 - In 2022/23 the percentage of 16-19 years old participating in education, employment or training, increased to 94%, giving us our highest ever percentage of this measure.

5.0 IMPLICATIONS

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

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | N | |
| Legal/Risk | | N | |
| Human Resources | | N | |
| Strategic (LOIP/Corporate Plan) | | N | |
| Equalities & Fairer Scotland Duty | | N | |
| Children & Young People's Rights & Wellbeing | | N | |
| Environmental & Sustainability | | N | |
| Data Protection | | N | |

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

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities and Fairer Scotland Duty

(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. |
| N | 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

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. |
| N | NO – Assessed as not relevant under the Fairer Scotland Duty. |

5.7 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. |
| N | 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. |

5.8 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

| | |
|---|---|
| | YES – assessed as relevant and a Strategic Environmental Assessment is required. |
| N | 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. |

5.9 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. |
| N | 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 appended standards and quality report.



**Education Services
Standards and Quality Report
April 2023 – April 2024**



Contents

| Section | Page |
|---|------|
| Foreword | 1 |
| Vision and context | 2 |
| Key achievements | 6 |
| Improvement in attainment, particularly in literacy and numeracy | 7 |
| Closing the attainment gap between the most and least disadvantaged | 15 |
| Improvement in children's and young people's health and wellbeing | 30 |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people | 34 |
| Getting it Right for Every Child | 38 |
| Improving outcomes of care experienced children, young people | 47 |
| Glossary of terms | 50 |

Foreword

Welcome to our Standards and Quality Report for the period April 2023 – April 2024.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. The report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high-quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.

Links to glossaries of education terminology that will support the reading of this document can be found at:

<https://education.gov.scot/parentzone/my-school/education-glossary/>

<https://www.edubuzz.org/pencaitland/wp-content/blogs.dir/115/files/2017/11/List-of-Acronyms-2017-1.pdf>

A full glossary of terms used can be found at the end of the document.

Vision and Context

Vision - Success for all - Getting it right for every child, citizen and community.

The 2023/28 Council Plan sets out the vision for the Council as a whole and the ways in which we hope to improve the lives of, and deliver better outcomes for, the people of Inverclyde. In striving to deliver this strategic plan, and by working with our Inverclyde Alliance partners, we will aim to achieve the vision of: "Success for all - Getting it right for every child, citizen and community".

At its heart, the Council Plan 2023/28 aims to ensure that Inverclyde Council is a dynamic service provider, able to respond to the needs of all our communities and one that plays its part actively as part of public life, locally and nationally.

The Council Plan 2023/28 aligns to and supports the Inverclyde Alliance Partnership Plan 2023/33, ensuring that partners work together to create conditions that promote success for all and addresses inequalities.

The Inverclyde Commitment is "Success for All – Getting It Right for Every Child, Citizen and Community". We are very aware that life opportunities vary across our population and there are significant challenges in relation to deprivation and inequality. We want to achieve success for all, with everyone in our communities being able to easily access high quality Council services.

Education services context

There are six mainstream secondary schools in Inverclyde, 20 primary schools (ten with nursery classes), one Nursery school and 10 Early Learning and Childcare Centres. In addition to this, Craigmarloch School and Lomond View Academy support pupils with additional support needs (ASN) or those who are unable to sustain a placement in a mainstream school. We also have two ASN provisions to support pupils with language and communication, based at All Saints Primary and Notre Dame High School. During 2023/24 we have continued to develop our Virtual School for Care Experienced Young people that has been fully functional since August 2022. The Virtual School has incorporated the Corporate Parenting team and is now lead by one Head Teacher in conjunction with Lomond View Academy. We have a provision and outreach service for deaf pupils called Garvel, based across Moorfoot Primary and Clydeview Academy.

A number of other services also support pupils with ASN. These include: Inverclyde Communication Outreach Service (ICOS), English as an Additional Language (EAL) and Bilingualism Service (based at Whinhill Primary) and the Visual Impairment and Habilitation Service (based at Craigmarloch).

As of October 2023, there were 5155 primary school pupils and 4379 secondary school pupils. There are also 214 pupils in ASN schools and 1172 children in Local Authority Early Years settings.

Wellbeing Outcomes

We have a number of wellbeing outcomes (SHANARRI) that we wish to achieve for our children and young people. These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.

Inverclyde has benefited from significant investment as part of the ongoing regeneration of the area. The now completed £200 million schools' estates programme, has delivered new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support P1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big.

During the academic year 2023/24, Attainment Challenge Strategic Equity Funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence-based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report. The Strategic Equity Funding the authority receives is reducing over the next three years and in 2024/25 we will receive approximately £718,000 less than we did in 2023/24.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own service plan for 2023/24 and focuses on the impact we have had.

How have we gathered the evidence for the Standard and Quality report?

- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Our own internal peer review programme
- Evaluations of the work of the Attainment Challenge
- Questionnaires
- Education Scotland Inspections of schools and national thematic inspections
- Care Inspectorate Scotland inspections

Inspection Activity

During 2023/24 we saw the ongoing scrutiny from Education Scotland and Care Inspectorate inspections. Below is an overview of the outcomes of these:

Education Scotland inspections

During 2023/24 the authority had four inspections carried out, however at the time of publication of this document, we await the final publication of the outcomes of these:

| Establishment | School QI 1.3 | School QI 2.3 | School QI 3.1 | School QI 3.2 | Nursery Class QI 1.3 | Nursery Class QI 2.3 | Nursery Class QI 3.1 | Nursery Class QI 3.2 |
|--|------------------|------------------|------------------|------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| St Stephen's High School February 2024 Full inspection model | TBC | TBC | TBC | TBC | | | | |
| St Columba's High School March 2024 Short inspection model | N/A | TBC | TBC | N/A | | | | |
| St John's Primary School and Nursery Class March 2024 Full inspection model | TBC | TBC | TBC | TBC | TBC | TBC | TBC | TBC |
| Battery Park Nursery (PVI) February 2024 Short inspection model | N/A | Satisfactory | N/A | Satisfactory | | | | |

Education Scotland National Thematic inspections

During 2023-24 the following schools were visited by HMle as part of national thematic reviews:

- Mathematics – Craigmarloch School and Whinhill Primary School and Nursery Class

Care Inspectorate inspections

| Establishment | How good is our care, play and learning? | How good is our setting | How good is our leadership | How good is our staff team? |
|---|---|--------------------------------|-----------------------------------|------------------------------------|
| Madeira Nursery (PVI) April 2023 | Adequate | Adequate | Adequate | Adequate |
| Binnie Street Children's Centre May 2023 | Very Good | Very Good | Very Good | Very Good |
| Blairmore Childrens Centre July 2023 | Good | Good | Good | Good |
| Inverkip Primary School Nursery Class November 2023 | Good | Very good | Good | Good |
| Play 4 All at Craigmarloch January 2024 | Very Good | Very Good | Good | Very Good |
| Lady Alice Primary School Nursery Class January 2024 | Good | Good | Good | Very Good |

Link to the Children's Services Plan 2022 – 2025

We have linked the next step sections of this report to the four priority themes of the next Children's Services Plan 2022 – 2025. These are:

Priority Theme 1:

To utilise our learning from the Addressing Neglect and Enhancing Wellbeing work stream to further embedded GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi agency approaches throughout a child's experience.

Priority Theme 2:

Mental health is everyone's business and it affects all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential.

Priority Theme 3:

To reduce the inequalities of health and educational outcomes linked to deprivation.

Priority Theme 4:

To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.

Key Achievements

- Inverclyde Council won the ‘Strengthening communities and local democracy’ COSLA prize for its commitment to investigate the area’s history and address the legacy of slavery following the murder of George Floyd in 2020.
- Reduced the attainment gap in average complementary tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 19.7% over the past five years.
- On average 3.5% more of our leavers achieve level 4 literacy and numeracy than the national figure, and 6% more achieve level 5 over past 5 years.
- At P1, 4 & 7 Achievement of Curriculum for Excellence Levels (ACEL) combined we have outperformed national data since the pandemic and have exceeded pre-pandemic data in 2022/23.
- In 2022/23 Inverclyde was ranked 5th nationally for the percentage of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 8th^h nationally for the same cohort gaining 5+ awards at level 6.
- In 2022/23 Inverclyde was ranked 11th nationally for the overall percentage of pupils gaining 5+ awards at level 5.
- In 2022/23 Inverclyde was ranked 14th nationally for the overall percentage of pupils gaining 5+ awards at level 6.
- In October 2023 our Initial School Leavers Destination (ISLDR) figure increased to 96.4% from 94% in October 2022, seeing the authority move in its national ranking from 31st in 2022 to 9th in 2023. This was also the highest ISLDR figure ever achieved by Inverclyde.
- In 2022/23 the percentage of 16-19 years old participating in education, employment or training, increased to 94%, giving us our highest ever percentage of this measure.

A: Improvement in attainment, particularly in literacy and numeracy

- A1** Launch the service's Education Improvement framework alongside year two 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 Medium Education (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 Early Year's staff to support the sharing and development of effective practice

A1 The Education Service's Improvement framework was shared with key stakeholders at the start of the 2023/24 academic year, outlining more clearly, the offer of support and challenge to all establishments and how this maps out over each year. This is an ongoing process which continues to evolve.

The second full year of the implementation of our Peer Review process continues to be highly evaluated by those taking part, by both staff from the establishments being reviewed as well as those on the review teams.

"The process allowed us to do a deep dive in to each of the QI's. It allowed us to triangulate evidence from colleagues, questionnaires and focus groups. It enabled us to have rich dialogue around the improvement agenda. Colleagues also shared good practice from their own establishments which was beneficial."

"The team were extremely uplifting and supportive to all staff, pupils and partners. We felt really lucky to have the team that we did as they made the process fair, enjoyable and collaborative. Feedback was constructive, fair and aligned with our self-evaluation."

Quotes from feedback from Peer Reviews in 2023/24

Thus far the outcomes of the reviews are being validated by formal scrutiny from both Education Scotland and the Care Inspectorate. 97% of establishments have evaluated the majority of the Quality Indicators (QIs) as good or better. 92% of establishments have evaluated all QIs as good or better which is line with 2022/23, with 59% evaluating one or more QIs as very good or better.

A2/3 During the year the service has continued to support establishments in a range of ways to further develop their thinking and practice in relation to curriculum making and design. This has included targeted work with Education Support for individual schools and clusters e.g. a cluster approach to curriculum planning with the Port Glasgow cluster as part of the Association of Directors of Education Scotland (ADES) and Education Scotland project on Curriculum Innovation and Design.

In January 2024 the service's annual conference was given over to a strategic overview of national curriculum development led by Ollie Bray, Strategic Director of Curriculum at Education Scotland and in March 2024 we welcomed Professor Louise Hayward to share her thinking on the qualification reform agenda with Heads of Establishments.

These inserts have supported the strategic thinking of establishment leaders as well as the central officer team and confirmed that further work to provide a strategic vision and overview of support available for all establishments needs to continue to be developed, despite the uncertainty of the national reform process.

A4 The GME Advisory Group continued to meet across session 2023-24 to bring back further reports of developments and proposals to the Education and Communities Committee. An independent options appraisal for secondary GME was carried out with potential options reported to committee, and agreement on secondary provision was reached last session.

Approval to consult on a council-wide catchment area for our new secondary GME provision within Inverclyde Academy was given at the September Education and Communities Committee. A consultation timeline was drawn up and we engaged with Education Scotland throughout the process. The consultation outcome document went to committee and was agreed in January 2024. As a result, our planned secondary GME provision within Inverclyde Academy will have a council-wide catchment area.

P7 parents of pupils currently attending our primary GME provision have been kept informed of progress. The families of those pupils who wish to attend the new provision have indicated their intention and we are now proceeding with recruitment of staffing, as well as the development of the curriculum offer and with the replacement of signage around the new provision. Storrann are supporting the development of the curriculum offer and are providing resources and materials to support learning and teaching.

To further support the development of Gaelic (including nursery, primary and Community Learning and Development (CLD)) within Inverclyde we submitted a successful bid for the Gaelic Specific Grant. We have applied for session 2024-25 and have included support for the new secondary provision.

We continue to work to develop and grow Gaelic Learners (GLE) and have created a P5 pack to support teachers to deliver quality Gaelic learning and teaching opportunities.

We have also worked in partnership with Bòrd na Gàidhlig to promote our GME nursery class and primary provision at Whinhill Primary School.

A5 Practitioners across early years' establishments have engaged in our newly developed "Take 30 Pathway sessions" this session; some were more popular than others, however the main idea of the resource is to provide staff training that can be accessed at any time due to the nature of work patterns in early years.

Feedback from the Early Years' Leadership Pathways network shows that the resource is being used both by individual practitioners and by whole staff teams. They already report that aspects of their practice is improving as confidence is increasing. Practitioners report that the accessibility of the training is highly suitable for their work patterns and that the content is relevant and useful, being able to re-visit as and when required. As the training resource continues to be developed and the use of it embedded in establishments, it is hoped that we will begin to see an improvement in the areas of focus.

- 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** 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
- 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 four year stretch aims for senior phase after the National Improvement Framework (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 Pupil Support Assistants (PSAs) via the Coaching and Modelling Officers (CMOs), Outreach Teachers and the use of the Pedagogy and Support for Equity (PASE) web blog and the section on the West Partnership hub regarding training for PSAs as a training tool for establishments

- A6** Very good progress has been made in the creation of the Inverclyde Literacy Strategy and Inverclyde Literacy Framework, with a focus on supporting the effective teaching of reading. An experienced network of professionals has been established in order to create a Literacy Framework that would support the Literacy Strategy for Inverclyde. The Literacy Strategy was designed to provide a clear process outlining the rationale for the development of the Literacy Framework, the implementation, and evaluation of each of the aspects of the Literacy Framework.

After an initial audit of Literacy across the Local Authority, it was agreed that the development of the Literacy Framework which focused on the teaching of reading would be key to raising attainment in literacy overall and improving pedagogy. The content creators investigated relevant research which led to the identification of key Professional Learning opportunities and the sharing of effective practice to support practitioners in improving the quality of learning, teaching and assessment across all stages.

The Reading Framework was quality assured by members of the Education Scotland Literacy Team, focus groups of Heads of Establishments and practitioners, as well as critical friends from other Local Authorities prior to the launch. The feedback received was very positive and highlighted that the Framework was highly likely to have a positive impact on improving the quality of learning, teaching and assessment in relation to Reading.

The Reading Framework was launched in September 2023, with senior managers having the opportunity to work with the interactive tool and provide feedback specifically around confidence in the teaching of reading. The feedback indicated an improved confidence post engagement with the Reading Framework.

As part of the continued evaluation of the Literacy Framework (Reading) a six month questionnaire was issued to all practitioners across Inverclyde to indicate levels of confidence in pre and post engagement with the Framework. Again, the feedback remained very positive, specifically in relation to increased confidence around the teaching of reading.

The Literacy Framework launched for practitioners in October 2023 with over 220 practitioners attending. Very positive feedback was received, specifically relating to increased practitioner confidence in the teaching of reading.

The six month evaluation of the Reading Framework indicated increased awareness of the Literacy Framework and confidence in the teaching of reading.

Reading attainment for our most disadvantaged pupils in primary schools has risen from 74.1% to 75.4%, an increase of 1.3% since November 2023

Our ACEL Literacy overall attainment has risen from 73.8% to 74.1%, an increase of 0.3% since November 2023

A7/8 All primary schools and Early Years Centres have been involved in the ongoing development of Inverclyde's vision for play, aligned with the West Partnership Principles. The collaboration between Play Associates and Head Teachers in advancing the implementation of play and enquiry within primary schools, particularly across the early and first levels have been very effective, particularly in fostering an environment for strategic planning and development.

The completion of audits by almost all Head Teachers, evaluating the leadership and effectiveness of play pedagogy in their schools, has supported the ongoing development and planning for the integration of play based methodologies. As a result Head Teachers have created plans and are using these to effectively strengthen the implementation of play in P1 and P2. Reflective conversations between Head Teachers and Play Associates have supported this ongoing improvement, reinforced by a dedication and commitment to further embed play-based approaches.

A recent Play and Enquiry conference with Heads of Establishments proved to be highly informative and impactful, providing a comprehensive overview and sharing of best practice, which highlighted the benefits of play and enquiry practices, in both early years and primary school settings. Notably, discussions included insights into the effects of COVID on children's brain development, emphasising the crucial role of play and enquiry in addressing trauma and nurturing children's holistic growth.

The conference also facilitated the dissemination of information about resources available on the PASE website, developed to support all staff in effectively implementing play-based approaches within their classes and centres. This highlights a commitment to equipping educators, with the necessary tools and support to foster enriched learning environments. The overwhelmingly positive feedback received highlighted the value and impact of the conference and reinforced the importance of ongoing professional development to enhance the knowledge and skills of staff at all levels.

Overall, the evaluation of the Play and Enquiry conference highlighted a commitment by Heads of Establishments, to promote holistic planning for child development and further development of supportive learning environments. They identified that further support to develop their confidence in leading and assuring the quality of play and enquiry through the Play Associate roles, would continue to be beneficial. By prioritising ongoing professional development and collaborative initiatives, schools and establishments are ready to maximise the benefits of play and enquiry practices, ultimately enhancing the educational experiences for children beyond P2.

- A9** The Data Strategy continues to evolve and enhance the processes for decision-making across the authority. A recent review of the strategy provided positive feedback in relation to the updates made this session. Improvements to the strategy include an updated Primary Attainment tracker which allows senior leaders to monitor the progress of all P1-7 pupils and also a focus on ACCEL P1, 4 & 7 attainment levels in literacy and numeracy and track progress towards agreed stretch aims. A sustainable Data Pack built into the established primary dashboard has ensured Head Teachers have access to the most up to date data when evaluating the impact of their school improvement plans and effectively make decisions regarding planning for interventions via PEF.

The Attainment Challenge Project Lead and Early Years Manager met with a small, targeted group of Early Years Heads of establishment to discuss the Early Years Dashboard and to identify any additional work that was required to support improvements in tracking and monitoring the progress of pupils. After an initial dialogue it was agreed that prior to piloting the dashboard further that an improved tracker should be created highlighting the expected child developmental milestones and linking them with the Inverclyde progression planners. Through effective collaboration, a deeper understanding of the process for tracking pupil progress in the Early Years has been developed that will enhance transition information to primary establishments. Further developments of the tracker and the dashboard will continue to be made prior to a full roll out.

The Attainment Challenge Project Lead worked collaboratively with senior leaders across the Local Authority and with Inverclyde's Attainment Advisor to identify and agree stretch aims for the senior phase, specifically SCQF level 5, SCQF level 6 and Annual Participation Measures (APM). Through a process of analysing trend data over the previous five years and projecting trajectory improvements, stretch aims were identified and agreed for sessions 2023/24, 2024/25 and 2025/26 and submitted to the Scottish Government.

All secondary Head Teachers have agreed to implement a BGE S1-3 and senior phase tracking dashboard from August 2024, with some already piloting them in 2023/24. Within the tracker, schools are able to review more regularly who is on track to achieve SCQF level 5 and 6 qualifications. The difficulty in tracking leavers continues to be a challenge as this cannot be predicted. Use of the senior phase trackers will help identify those not on track to achieve at these levels, ensuring interventions are in place, and allow progress towards achieving stretch aims to be monitored more closely.

The Local Authority has redirected some of its Strategic Equity Fund (SEF) to implement targeted supported study sessions. Pupils impacted by poverty who may need additional support to achieve at least one national five or higher qualification have been identified. CMOs have also been working alongside ASN staff on literacy and numeracy pedagogy, resulting in learners being more effectively supported.

The improved Primary Dashboard, with the creation of a self-sustaining data pack for use in annual attainment and achievement meetings and Peer Reviews is supporting establishments in self-evaluation activities, driving school improvement.

As part of this the updated Primary Attainment Tracker is better supporting schools to make more accurate predictions and identify stretch aims resulting in Head Teachers having increased confidence in the accuracy of their data.

Improved tracking approaches across all secondary schools have been agreed in line with national guidance i.e. at least 3 times per year. The Attainment Challenge Project Lead gathered data at the February 2024 tracking period via a proforma to monitor progress towards the senior phase stretch aims. Further work is required to ensure the accuracy of data at this tracking period.

Additional funding to support senior phase pupils impacted by poverty led to targeted interventions for SCQF level 5 and 6 awards.

The CLD attainment programme was effectively implemented to support S1-3 pupils in gaining broader pathways towards accreditation, awards and achievements. 97 pupils were identified and are on track to achieve broader awards and accreditation as a result.

- A10** PSAs continue to receive support to implement evidence-based interventions in targeted establishments through effective modelling by the Attainment Challenge Outreach Teacher team and also by Coaching and Modelling Officers (CMOs). Dialogue with headteachers has indicated a growing confidence in most PSAs in the delivery of these interventions. Feedback from Local authority Peer reviews has also indicated that PSA support for the delivery of interventions is having a positive impact.

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.

- A11** The Digital Strategy continues to be implemented with the 2023/24 session being focussed on improving the digital infrastructure.

Promethean ActivPanels have now been installed in Ardgowan Primary School, Kilmacolm Primary School, St John's Primary School and St Patrick's Primary School.

Upgrades to WiFi now mean all establishments have access to a Bring Your Own Device (BYOD) network. This means that non-networked devices such as tablets, Promethean ActivPanels and pupil standalone devices can now access an internet connection. This has allowed staff and pupils to make better use of digital tools to integrate into learning and teaching. During some of the school reviews undertaken during this session there was effective practice observed making use of digital devices to enhance learning and teaching. A primary school inspection also highlighted that staff were making effective use of digital tools and this also included effective use to support pupils with ASN.

As a result of the improved access to WiFi, the Early Years team has invested in iPads to allow staff to share learning taking place in the playrooms with parents.

A refresh project continues with devices in education establishments being upgraded to replace desktops that are no longer fit for purpose. For the remainder of the 2023/24 financial year the focus has been to replace devices for primary pupils. Following consultation with Heads of Establishments, teachers and pupils, desktops used by primary learners will be replaced with laptops. This will allow devices to be used more

flexibly and be an integral part of the lesson rather than the class having to move into an IT suite. Further funding will be made in 2024/25 financial year to allow further refresh of education devices.

Establishments are experiencing connection issues on the new BYOD network; this is due to increased usage and we are working with IT to further improve the infrastructure to manage the traffic on the network and also to increase bandwidth at all sites.

The Digital Schools Awards is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in education establishments. Currently we have 24 establishments registered for the Digital School Award and these establishments are on their journey to achieving the Digital School Award. Five establishments have achieved and maintained their Award for 2023/24 session.

Access to training has been shared with staff and offered by partners such as Education Scotland, Microsoft and Promethean. Training was offered to support the maintenance of establishment websites by the DigiLearning team at Education Scotland. Microsoft offered a programme of training and accreditation for staff to become Microsoft Innovative Educators. Promethean have continued to offer training and support for the upgrade to ActivPanels, as well as ongoing training to support staff with use of current ActivPanels.

ParentsPortal continues to see increased usage as we now enter year three of having this system available. Parents can now submit pupil absence information through the site, as well as continue to view attendance, complete permission slips and view the school calendar. Some schools are also using ParentsPortal to share report cards. Some of our primary schools are now using the parents evening booking system to allow parents to select a suitable time to attend appointments.

The Inverclyde Digihelp site continues to be available to provide support, advice and guidance around using digital tools, online safety and opportunities to continue learning at home: <https://bit.ly/3tiTndE>.

Next steps: Improvement in attainment, particularly in literacy and numeracy.

- A1** Carry out an evaluation of the peer review programme, with external support, to identify improvements needed for the second three year cycle starting in August 2025.
- A2** Deliver support and training for self-evaluation, including the implementation of a preparing for inspection resource.
- A3** Create a strategic resource to support establishments with curriculum making and design, including a working group to advise on tracking the curriculum beyond numeracy and literacy, as well as pupils' wider achievements.
- A4** Carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review/consultation on the number of qualifications that can be taken in S5.
- A5** Continue to develop the data strategy by:
 - Implementing the Early years dashboard
 - Implementing the S1-3 BGE and Senior Phase trackers

- A6** Continue to roll out the Literacy Strategy, with a focus on the highly effective teaching of listening, talking and writing.
- A7** Further develop the strategy for play pedagogy beyond P2.
- A8** Continue to develop the work of the STEM Project Lead in supporting schools to develop their STEM curriculum and focus on sustainability.
- A9** Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.
- A10** Develop a framework for training staff to ensure that all have a minimum digital skills level, with the ability to advance this further and further support this by re-establishing the Digital Champions Network.

| |
|---|
| Maintenance agenda: Improvement in attainment, particularly in literacy and numeracy |
|---|

- | |
|---|
| <ul style="list-style-type: none">• 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.• Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice.• Continue to support and monitor the implementation of the Parental Engagement strategy.• Continue to support the development of Gaelic Medium Education (GME) secondary provision and L3 as outlined in authority Gaelic language plan. |
|---|

B: Closing the attainment gap between the most and least disadvantaged

- B1** Review SEF Years 2-4 planning based on current data and evidence
- B2** Review the process for agreeing both core and core+ stretch aims, ensuring they are ambitious and achievable
- 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
- 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)

- B1** The Scottish Attainment Challenge funding will cease in its current form at the end of March 2026. To enable a smooth exit from the fund, a robust plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity, while at the same time focusing on sustainability. Through stakeholder engagement and data interrogation, evidence will continue to direct the pathway through to the end of the programme. A consultation process involving stakeholders engaging in evaluating the progress made in delivering the SEF Plan has identified areas of strength and areas for continued development.

This process ensured we had the evidence to support our decision making as we exit from the funded programme. The key aim of the exit strategy is to ensure that we continue to plan to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap. Following on from the evaluation process a clear two year plan has been identified which will be presented to elected members in May 2024 for approval.

- B2** Good progress has been made in reviewing the process for agreeing both core and core+ stretch aims, ensuring they are ambitious and achievable. The Attainment Challenge Project Lead worked closely with the Attainment Advisor, senior managers, all Head Teachers and partners to develop the stretch aims and SEF plan. National comparator data, alongside the analysis of three year trends, average and best performance data provided the evidence to support the agreed trajectory increases within each stretch aim. The Attainment Challenge Project Lead also provided a breakdown of data indicating the ratio of percentage increase to pupil numbers to demonstrate the ambition we have for our children, young people and families. Core and core+ stretch aims were agreed and submitted to the Scottish Government in September 2023 for the remainder of the Attainment Challenge programme through to June 2026.

Progress towards each stretch aim is being tracked at the agreed tracking periods throughout the session and updates provided at monthly Attainment Challenge Head Teachers meetings and termly Governance meetings. Inverclyde's Attainment Advisor also reports tri-annually to Education Scotland on progress made towards each stretch aim.

B3 Good progress has been made in reviewing the referral process to access the Family Support Service, ensuring a targeted early intervention approach which supports families preventing them reaching crisis point. There has been increased collaboration with educational establishments to enhance access to family support and to support key transitions while simultaneously attempting to reduce the number of families requiring crisis support.

Key activity relating to the Family Support Service has included:

- The Secondary Team Manager has attended 28 Joint Support Team (JST's) meetings within secondary schools.
- The Secondary Team Manager is part of the Multi-agency Steering Group for Attendance led by Inverclyde Educational Psychological Services and continues to attend and contribute to the discussion around barriers for Children and Young people attending school.
- The ASN Team Manager has attended four JST meetings at All Saints CLB and is scheduled to attend the JST meetings at Craigmarloch for the remainder of the school year.
- The Secondary Team Manager met with the Depute Head Teacher at Lomond View Academy to discuss support and groupwork provision. Two groups have since been established and are ongoing within the school. The groups are aimed at targeted young people where there are issues around hate crime, discrimination, risk taking behaviours and safety within the community. The family support workers facilitating the groups are also available for targeted young people on a drop-In basis in between the group sessions.
- The Primary Team are regularly attending JST's and attendance meetings within their respective schools. Family Support Workers have also attended 84 Team Around the Child (TAC) meetings within primary and secondary schools.
- The Early Years Team have attended three JST meetings within Early Years establishments to date and this will increase as the year progresses. This is to identify families in need of support and will include support with the transition into primary school for identified children. The Family Support Workers are also providing parent workshops and Bookbug sessions within some nurseries.

B4 The Whole Family Wellbeing Fund (WFWF) is a national agenda that is financially backed by the Scottish Government, with Inverclyde's budget in this area set out until March 2026.

The early intervention service started in April 2023 with the appointment of a Therapeutic Intervention Worker. This is a resource that has worked with primary aged children, and there is evidence of significant impact on wellbeing as reported using measures such as the Strengths and Difficulties Questionnaire.

To advance the project, an implementation team has been created, with representation from Education, Health and Social Care Partnership (HSCP) and the third sector. This group has been developing their strategic plan, which has accelerated since January 2024 when two members of Inverclyde Educational Psychology Service were appointed to project manage the WFWF locally.

The group is developing their work across three key outcome areas:

- the development of a Whole Family Wellbeing Funding (WFWF) Hub that ensures sustainability beyond the funding period
- the identification of the target population for access to the Hub, namely children, young people and families that are at the pre-Request for Assistance stage or who at a point of step down from social work support
- the involvement of the third sector in the project.

Next steps: Closing the attainment gap between the most and least disadvantaged

- B1** Implement the SEF Plan for sessions 2024/25 – 2025/26
- B2** Continue to track progress towards agreed Local Authority core and core+ stretch aims
- B3** Fully implement BGE and Senior Phase Dashboard and Tracker
- B4** Continue to review the impact of the Family Support Work service in preventing families reaching crisis point alongside the ongoing development of the WFWF

Maintenance agenda: Closing the attainment gap between the most and least disadvantaged

- Continue to support Barnardo’s through the development of an action plan to improve the “readiness to learn” of children in targeted families
- Continue to work effectively with partners to support children and families across Inverclyde

Evaluation of attainment in Inverclyde

Curriculum for Excellence reported levels

The ACEL return collects data from all publicly funded schools and gathers information for all pupils in P1, P4, P7 and S3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2023. Overall Inverclyde only lies below the national average in numeracy at S3. Otherwise, the Inverclyde performance matches or exceeds the national average.

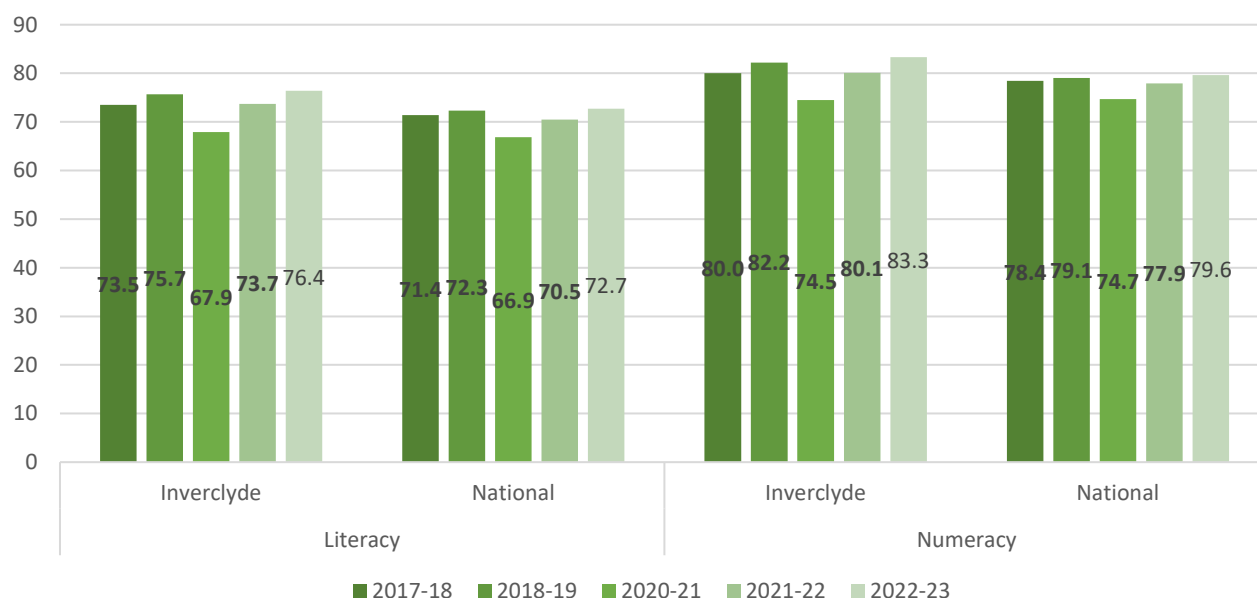
Attainment across the BGE (June 2023)

| | P1 | | P4 | | P7 | | P1,4,7 combined | | S3 | |
|---------------------|-----|-----|-----|-----|-----|-----|-----------------|-----|-----|-----|
| Inverclyde | Inv | Nat | Inv | Nat | Inv | Nat | Inv | Nat | Inv | Nat |
| Reading | 84 | 81 | 80 | 78 | 84 | 81 | 83 | 80 | 91 | 90 |
| Writing | 82 | 78 | 76 | 72 | 75 | 75 | 77 | 75 | 89 | 89 |
| Listening & talking | 91 | 87 | 92 | 87 | 92 | 87 | 92 | 87 | 92 | 91 |
| Literacy | 81 | 76 | 74 | 70 | 75 | 73 | 76 | 73 | 88 | 88 |
| Numeracy | 88 | 85 | 83 | 77 | 79 | 78 | 83 | 80 | 88 | 90 |

Source: Scottish Government, 2023

Achievement of Curriculum for Excellence (CfE) levels: 2022/23 - gov.scot (www.gov.scot)

The charts below show that Inverclyde continues the three-year improvement trend post pandemic in 2019/20. June 2023 figures demonstrate a continued focus on raising attainment in literacy and numeracy. The Local Authority has recorded the highest levels of attainment over the previous five years and continues outperform national attainment data figures.

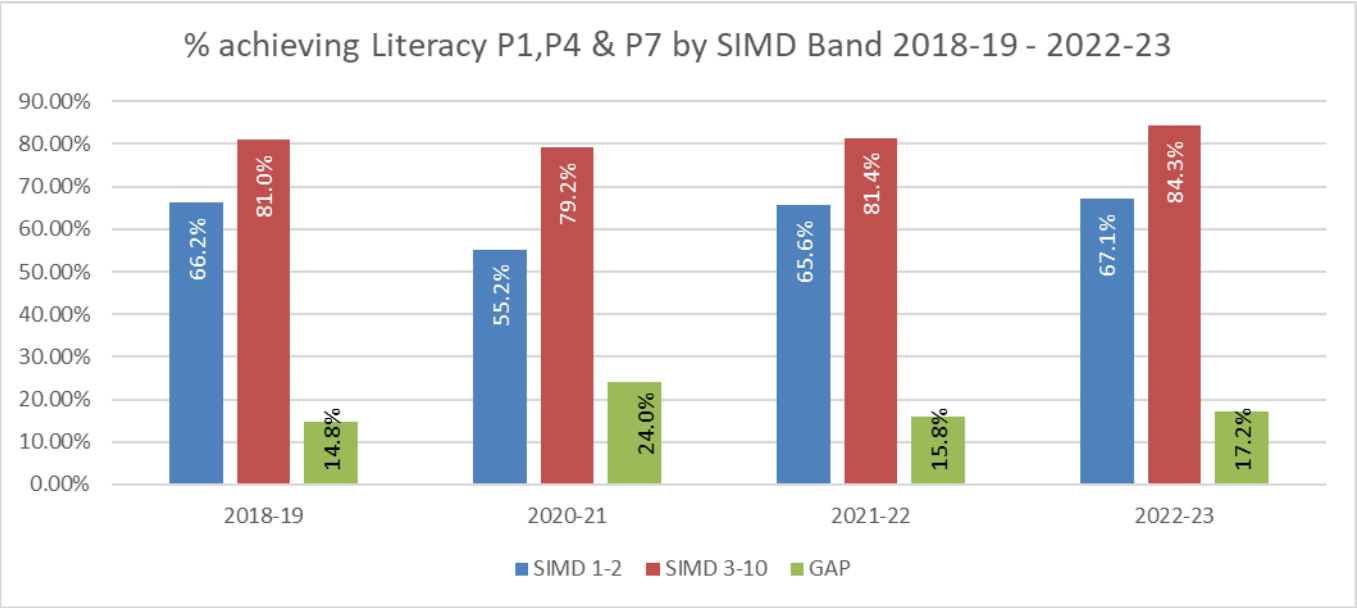


Percentage of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined

Source: Scottish Government, 2023 ([Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2022-23 - gov.scot](#) (www.gov.scot))

In measuring the poverty-related attainment gap, the comparison nationally is drawn between SIMD deciles 1-2 and deciles 9-10. However, Inverclyde have a very small percentage of the school population living in quintile 5 (deciles 9-10), and therefore locally the measure often used is between deciles 1-2 and deciles 3-10. The chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy overall and numeracy for pupils in SIMD 1-2 compared to SIMD 3-10.

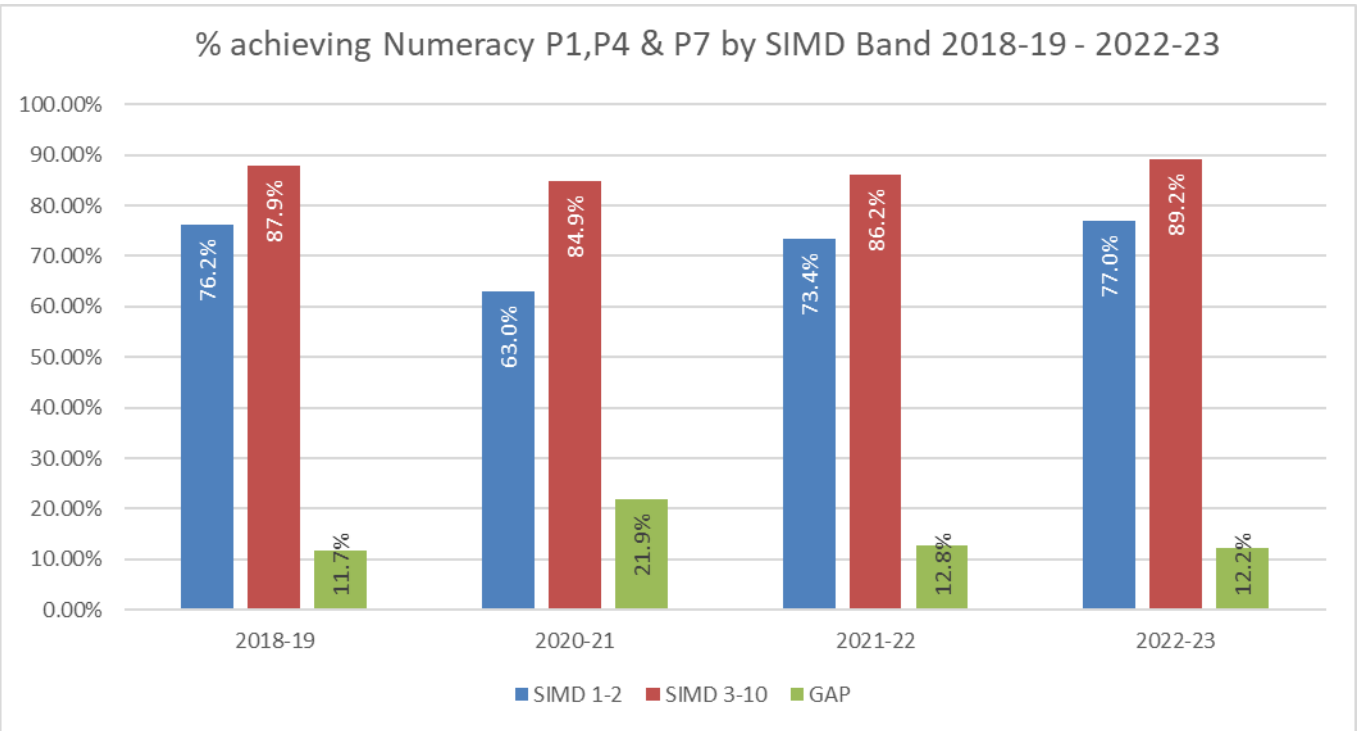
% achieving literacy P1,4,7 by SIMD Band change 18-19 to 22-23 (P1,4,7 combined)



The Local Authority continues to demonstrate improvements in literacy attainment in both SIMD 1-2, **67.1%**, showing an increase on the previous year of **1.5%** and SIMD 3-10, **84.3%**, showing an increase in the previous year of **2.9%**. While the gap between SIMD 1-2 and SIMD 3-10 increased by **1.4%** in session 22/23, we recorded the highest levels of literacy attainment for our most deprived pupils over the past five years.

The Local Authority continues to demonstrate improvements in numeracy attainment in both SIMD 1-2, **77.0%**, showing an increase on the previous year of **3.6%** and SIMD 3-10, **89.2%**, showing an increase in the previous year of **3.0%**. The gap between SIMD 1-2 and SIMD 3-10 decreased by **0.6%** in session 22/23, and we recorded the highest levels of numeracy attainment for our most deprived pupils over the past five years.

% achieving numeracy P1,4,7 by SIMD Band change 18-19 to 22-23 (P1,4,7 combined)



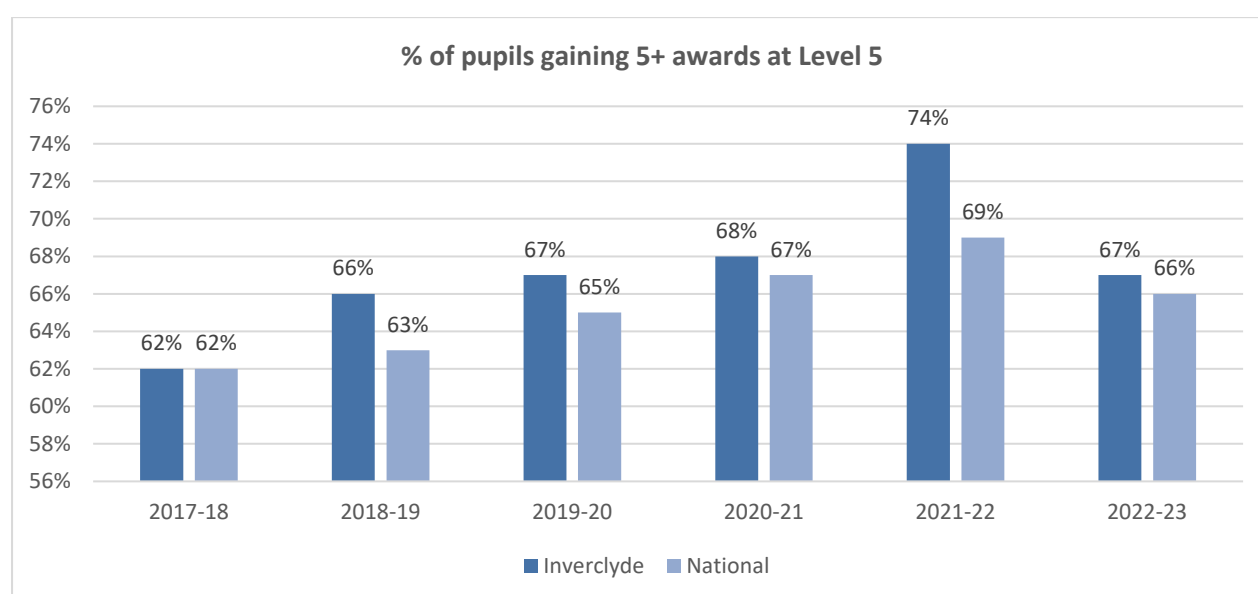
Local Government Benchmarking Framework (LGBF): Awards at SCQF level 5 and 6

The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services. The LGBF helps councils compare their performance against a suite of efficiency, output and outcome indicators that cover all areas of local government activity.

The following charts are a sample from the LGBF suite of indicators which relate to the achievement of awards at SCQF level 5 and 6 for senior phase pupils.

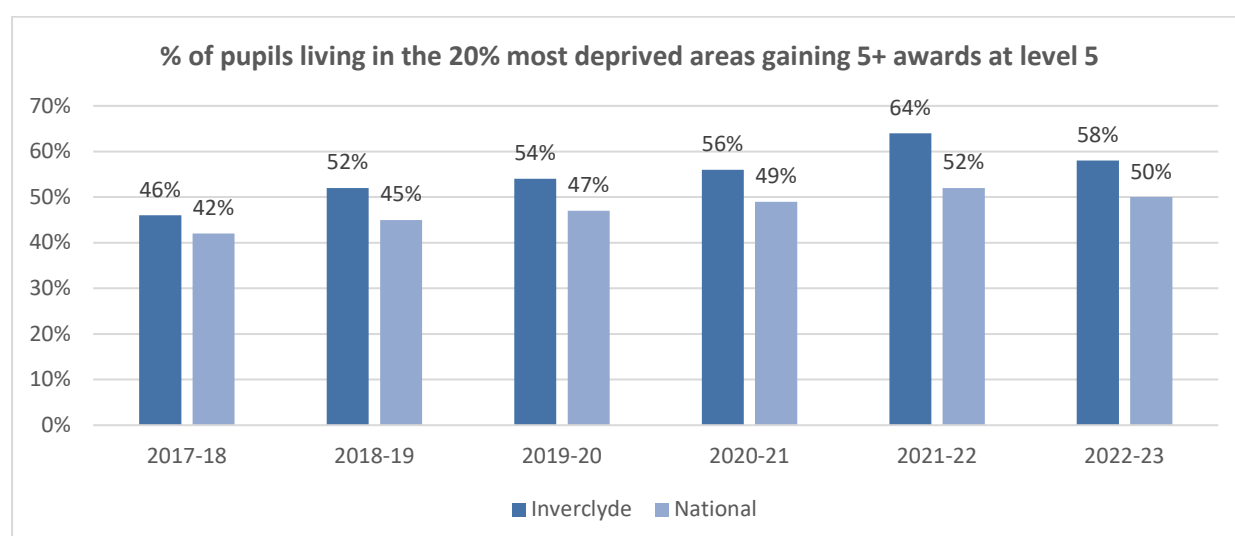
The data shows that there was improvement across all measures between 2018/19 to 2020/21, and the local authority performed well against the national average. While 2020/21 cannot be directly compared in terms of performance to previous years, the results reflect the measures being generally well above the national establishment.

Percentage of pupils gaining 5+ awards at Level 5



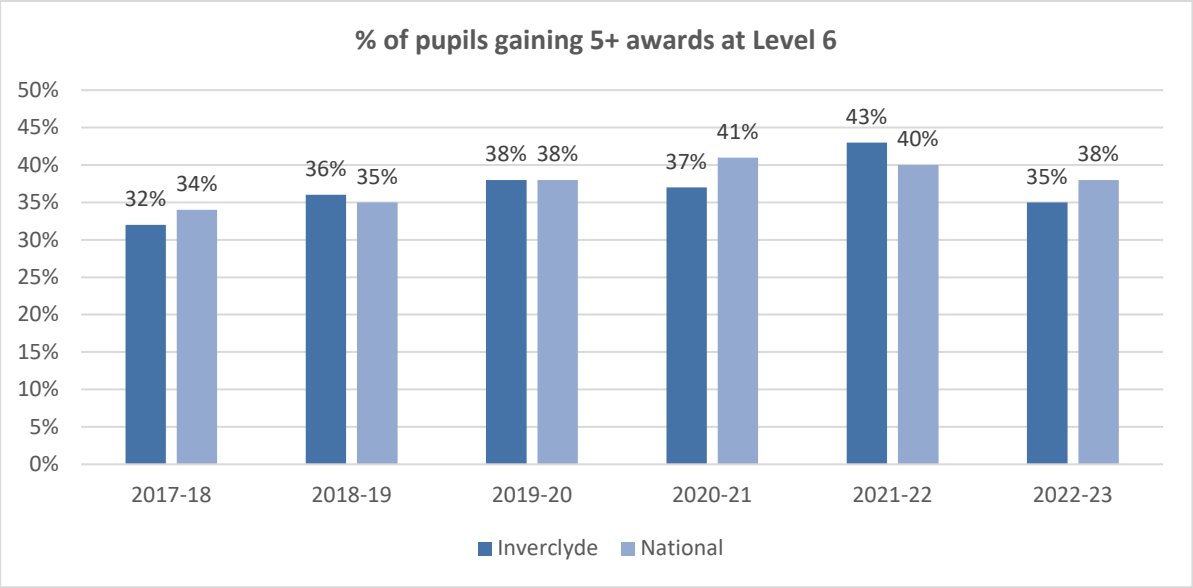
Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

Percentage of pupils living in the 20% most deprived areas gaining 5+ awards at level 5



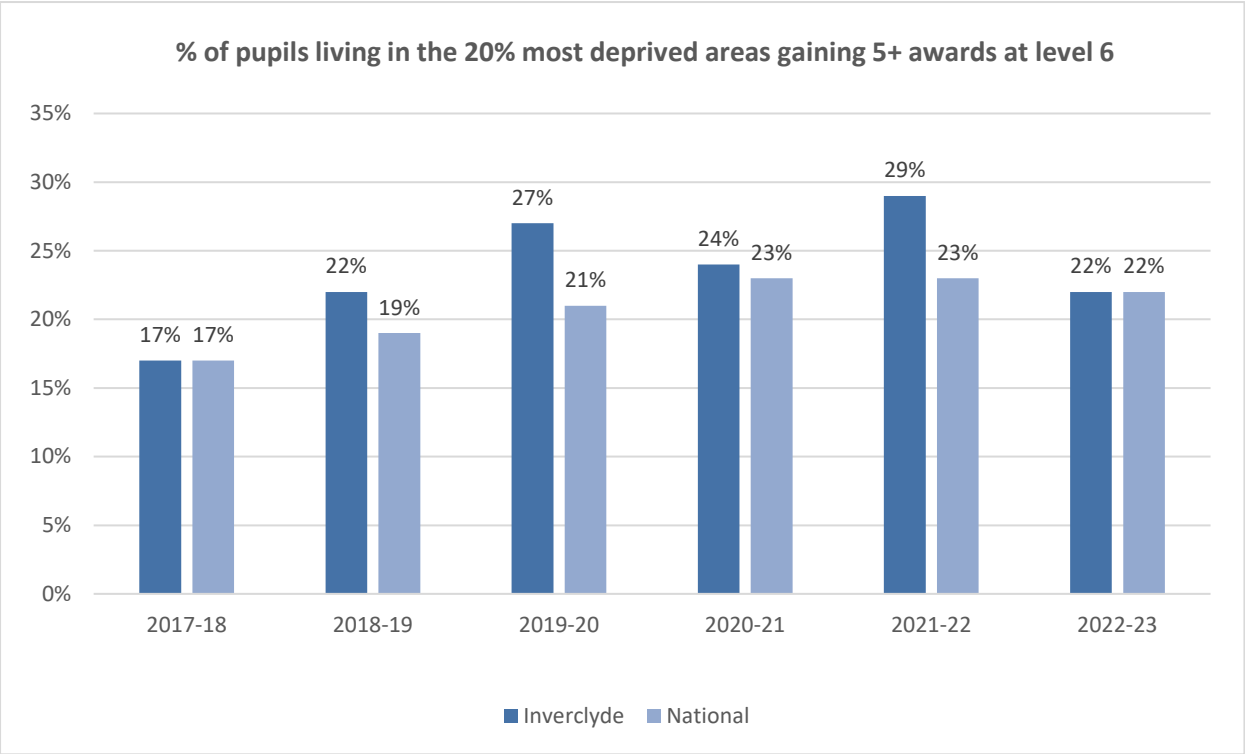
Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

Percentage of pupils gaining 5+ awards at Level 6



Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

Percentage of pupils living in the 20% most deprived areas gaining 5+ awards at level 6



Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

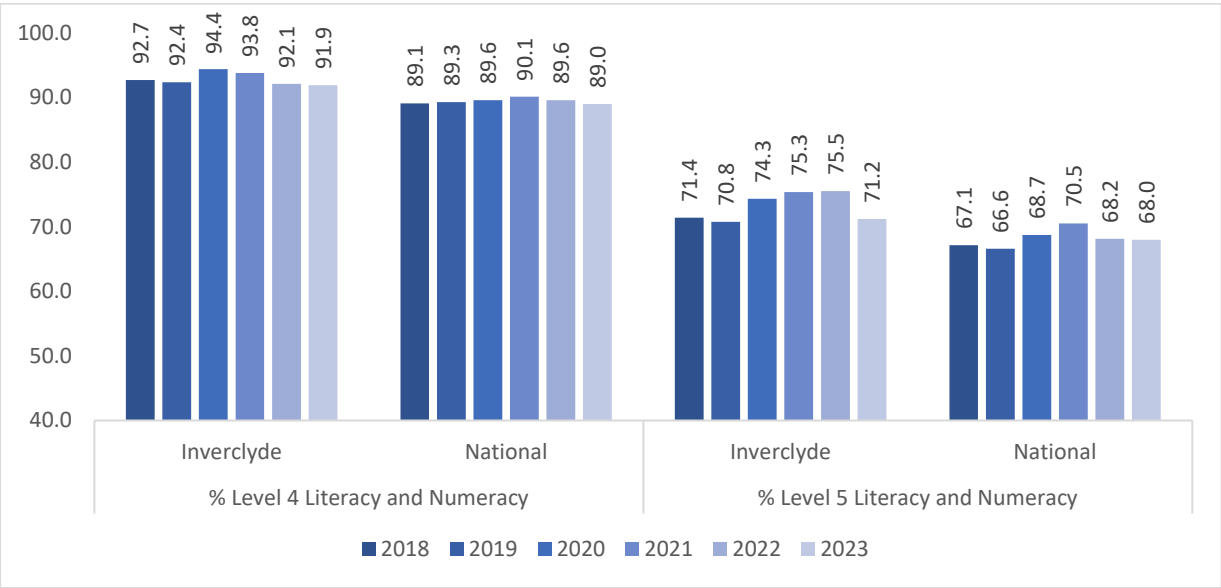
INSIGHT Comparison Leavers Data

National Benchmarking Measure: Literacy & Numeracy

This chart shows the overall performance in literacy and numeracy for all pupils in the leaver cohorts between 2017/18 and 2022/23. Overall in literacy and numeracy, at SCQF level 4 the percentages have decreased slightly since 2019/20 and at level 5, the percentages have been slightly improved over the same period but there has been a 4% decrease in the 2022/23 session.

Inverclyde has consistently been above the national average in each of the past six years.

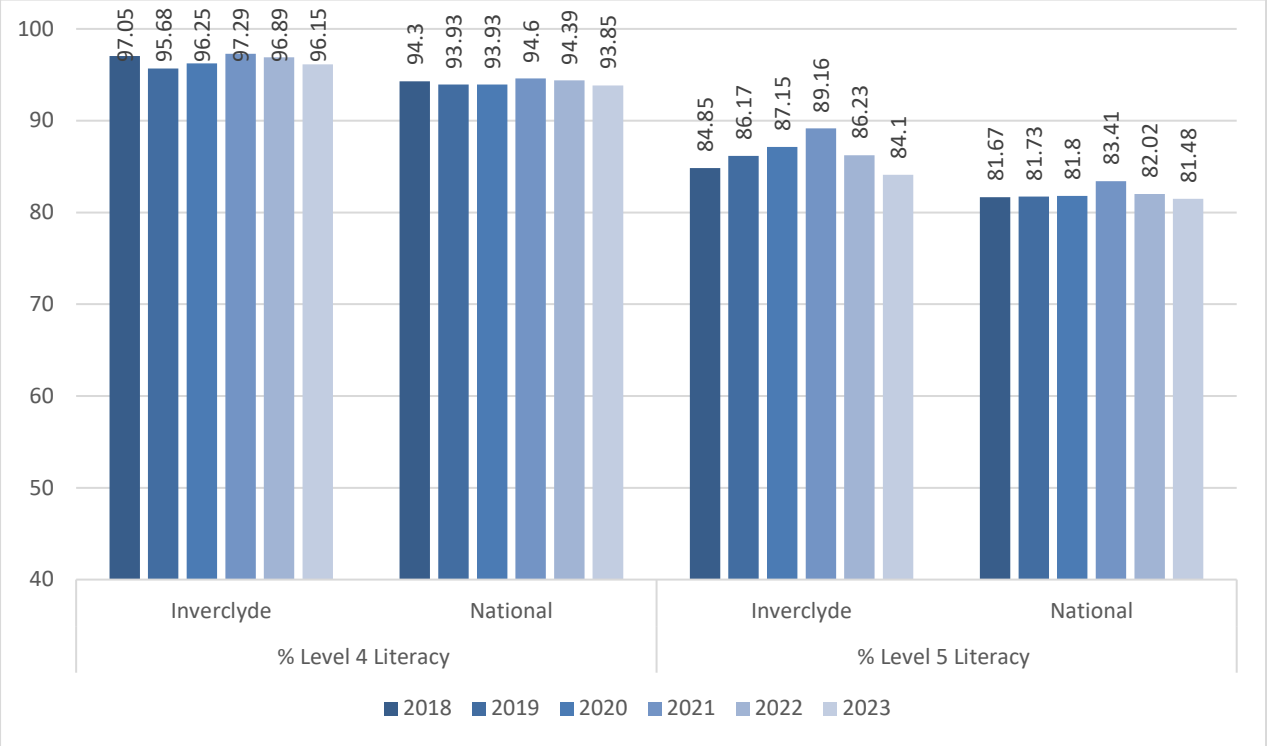
Percentage of leavers achieving level 4 and 5 in literacy and numeracy



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

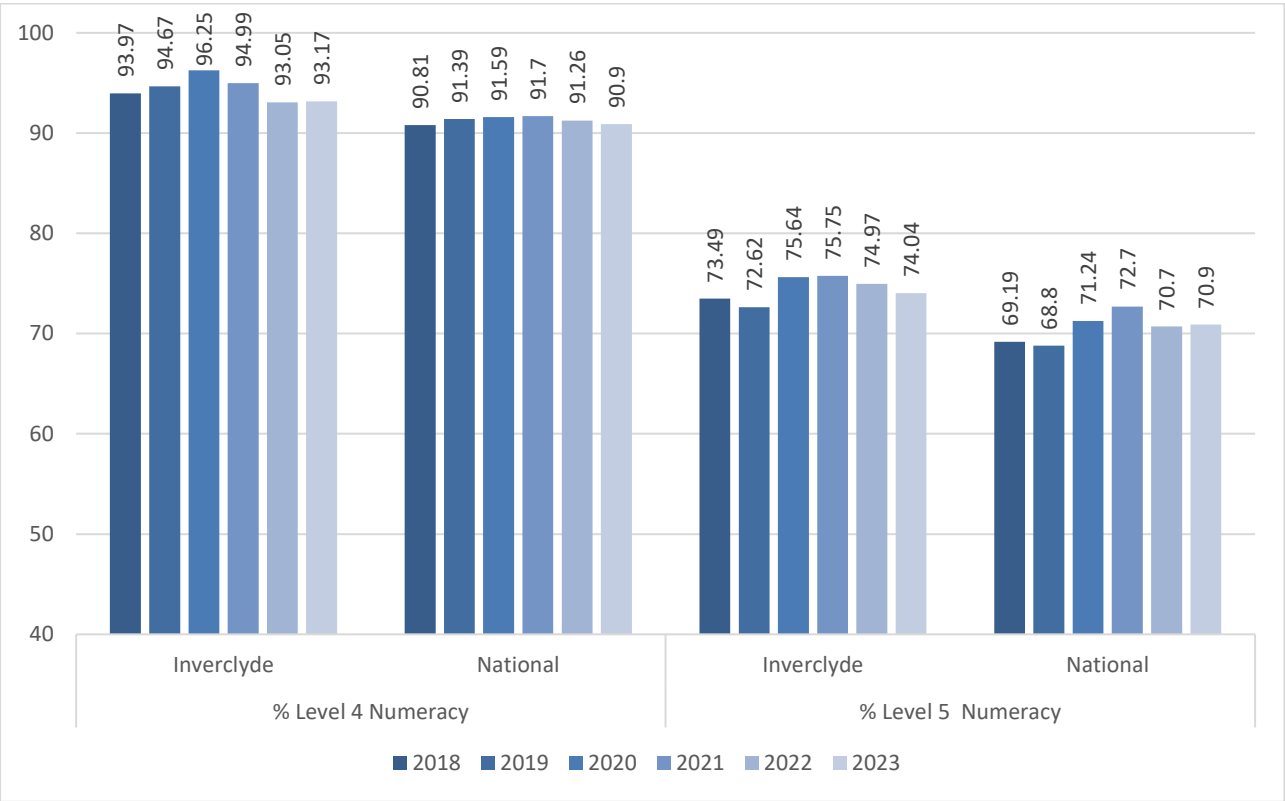
Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a levelling off in leavers achieving level 5 literacy and numeracy.

Percentage of leavers achieving level 4 and 5 in literacy



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

Percentage of leavers achieving level 4 and 5 in Numeracy

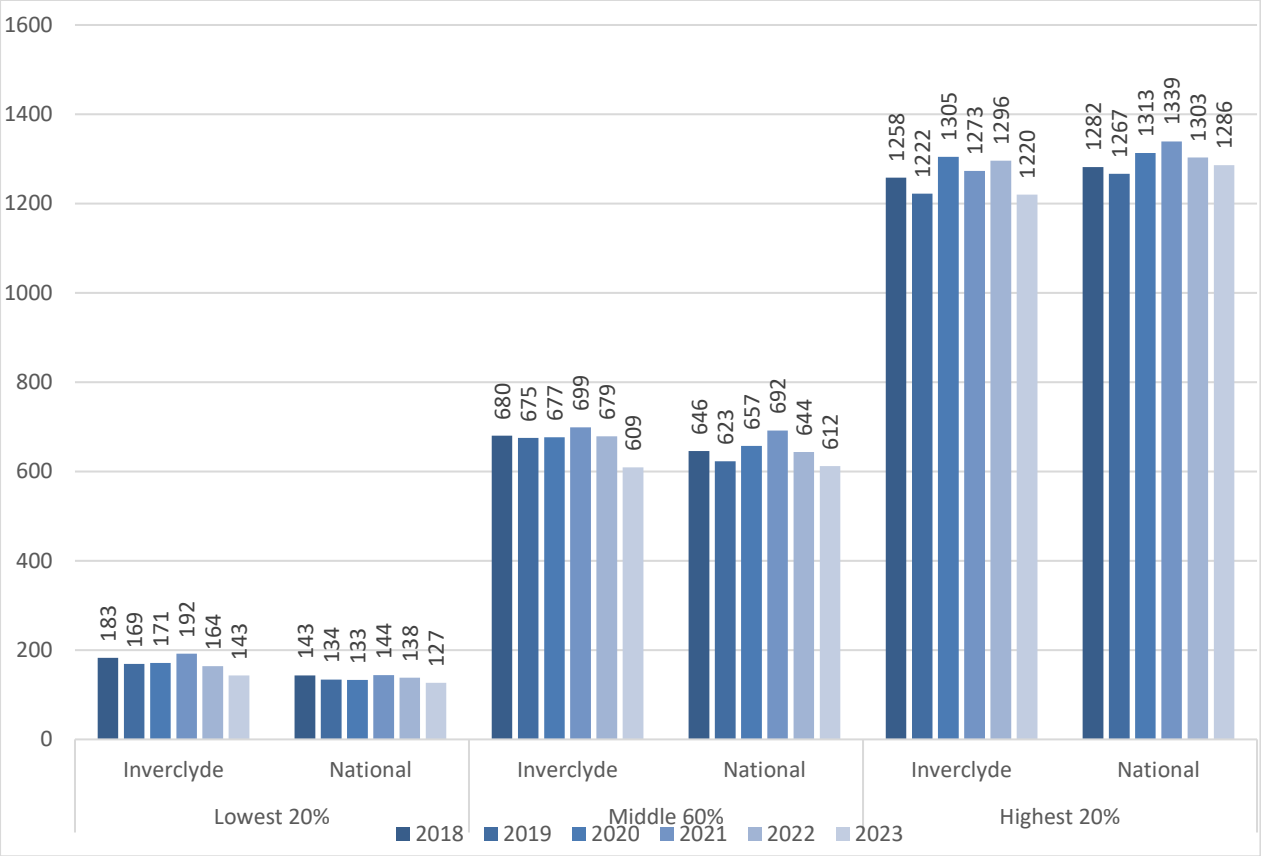


Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the complementary tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and middle 60% are consistently above the national average. The highest 20% have been below the national average by 36 points on average.

Average complementary tariff points for leaver cohorts in selected years



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)

National Benchmarking Measure: Attainment versus Deprivation

This national measure looks at the average total tariff score of school leavers by SIMD. The SIMD enables schools to map their performance against the social context in which they operate. The table below shows the total tariff scores of leavers against their deprivation area for 2022/23. SIMD 1 being the most deprived and SIMD 10 being the least.

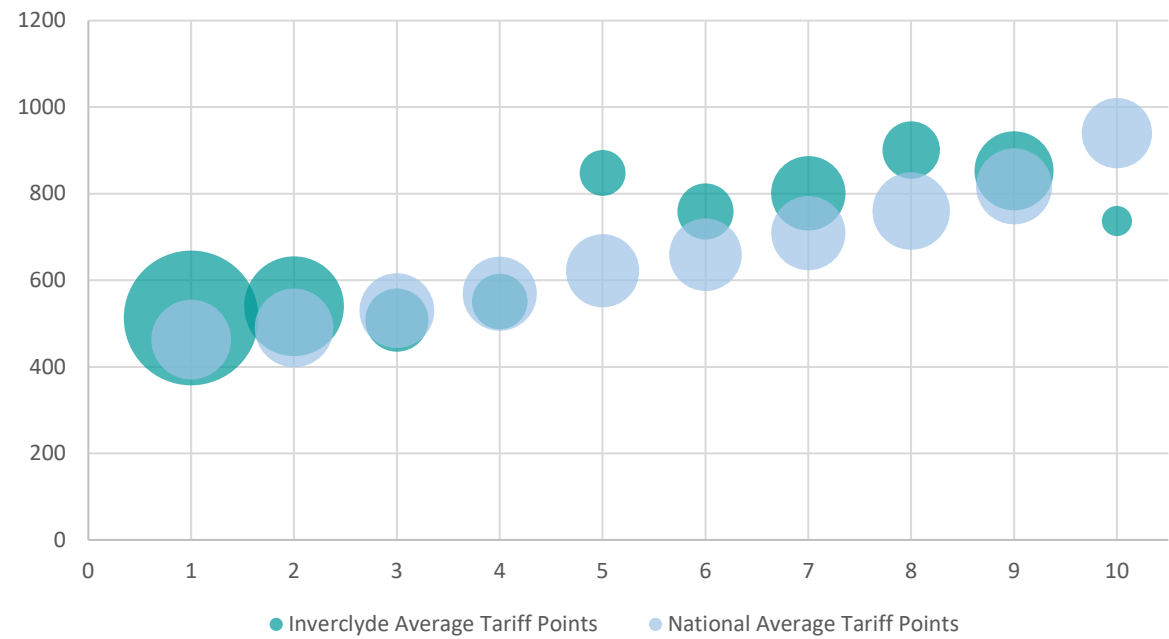
The average complementary tariff scores of pupils in SIMD bands 1-10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 3, 4 and 10 where the difference is negligible. SIMD 10 comprises just above 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

Average complementary tariff points for leaver cohorts by SIMD, 2022/23

| SIMD Decile | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------|-----------------------|-------|-------|------|------|------|------|------|-------|-------|------|
| Inverclyde | Average Tariff Points | 513 | 540 | 508 | 551 | 848 | 759 | 801 | 901 | 853 | 737 |
| | % of cohort | 32.2% | 17.6% | 7.1% | 5.5% | 3.7% | 5.6% | 9.8% | 5.8% | 11.1% | 1.6% |
| National | Average Tariff Points | 463 | 490 | 530 | 569 | 622 | 659 | 709 | 760 | 817 | 940 |
| | % of Cohort | 11.3% | 11.0% | 9.9% | 9.7% | 9.5% | 9.3% | 9.8% | 10.6% | 10.2% | 8.8% |

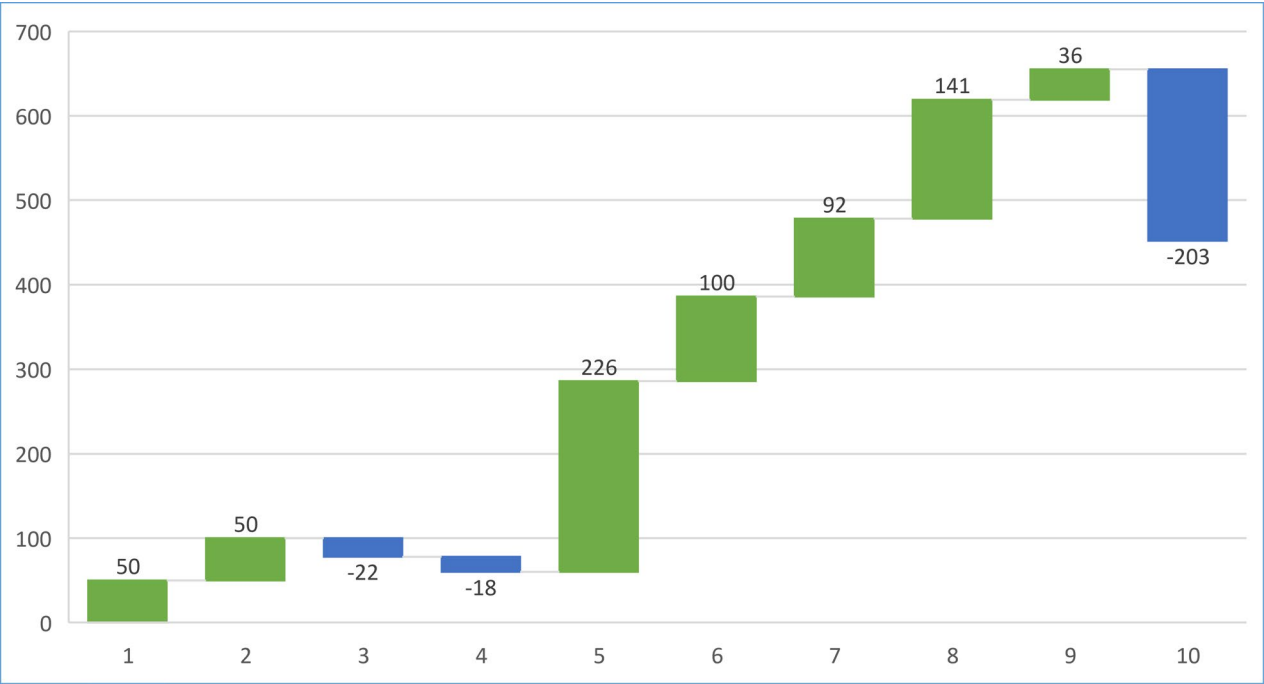
In the chart below the size of the bubble is proportionate to the percentage of individuals in each SIMD decile. It shows that performance in SIMD 5 and 8 was significantly greater than the national establishment. The next chart shows the point gap between Inverclyde and the national average.

Average complementary tariff points for leaver cohorts by SIMD, 2022/23



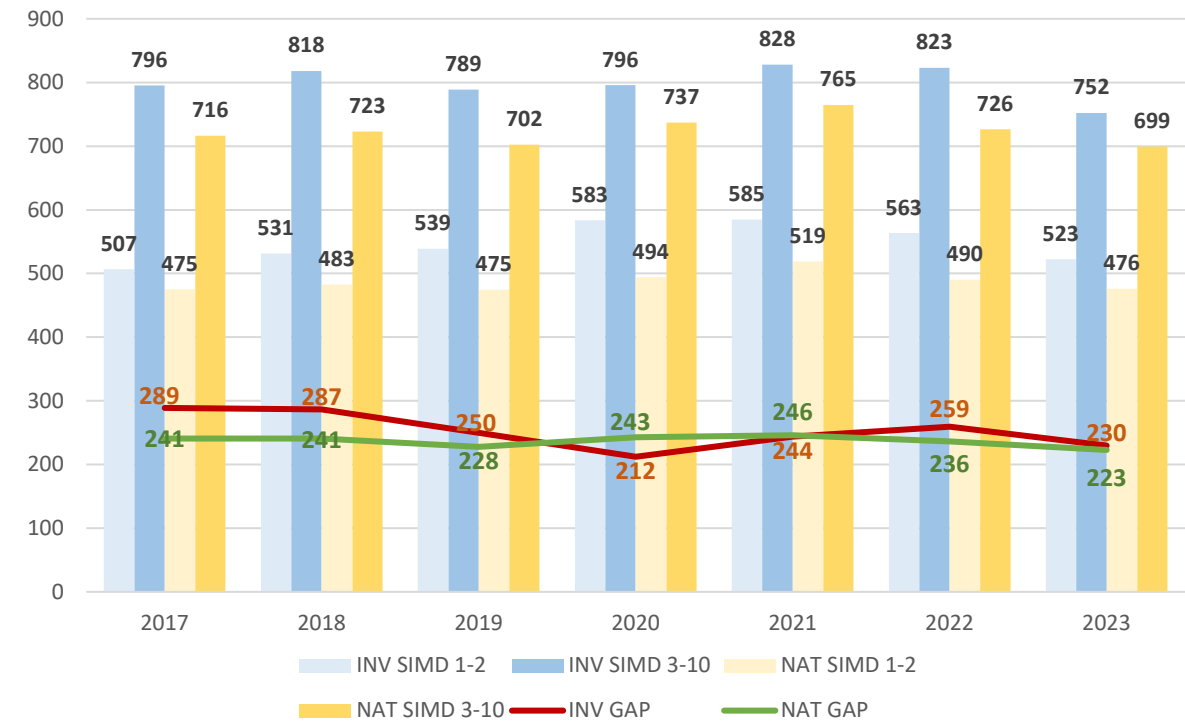
Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Average complementary tariff point gap between Inverclyde and national at each SIMD decile



The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap had reduced between 2016/17 and 2019/20, with an increase in 2020/21. However the latest data shows there has been a decrease in the gap for 2022/23 taking it to its lowest level.

Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2022/23



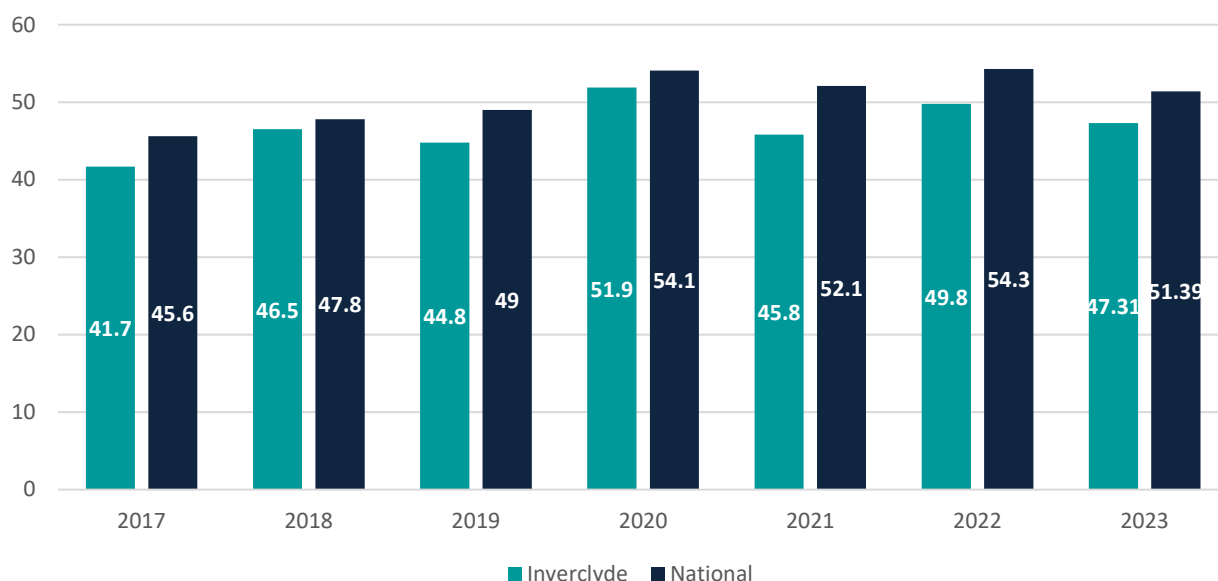
Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Breadth and Depth: All Candidates

The charts below show our performance at in key measures in the percentage of pupils gaining awards at SQA national at SCQF levels 5, 6 and 7. Data from 2020 through to 2022 cannot be used for direct comparison with previous years to show improved performance due to the different awarding model that were used over this period.

There had been a declining trend in achievement of 5+ awards at National 5 between 2017/18 and 2018/19, and this measure sits below the national average in those years. The figure did increase in 2019/20 before falling again 2020/21 and showing some recovery in 2021/22, but has dropped back slightly to 47.31 from 49.8.

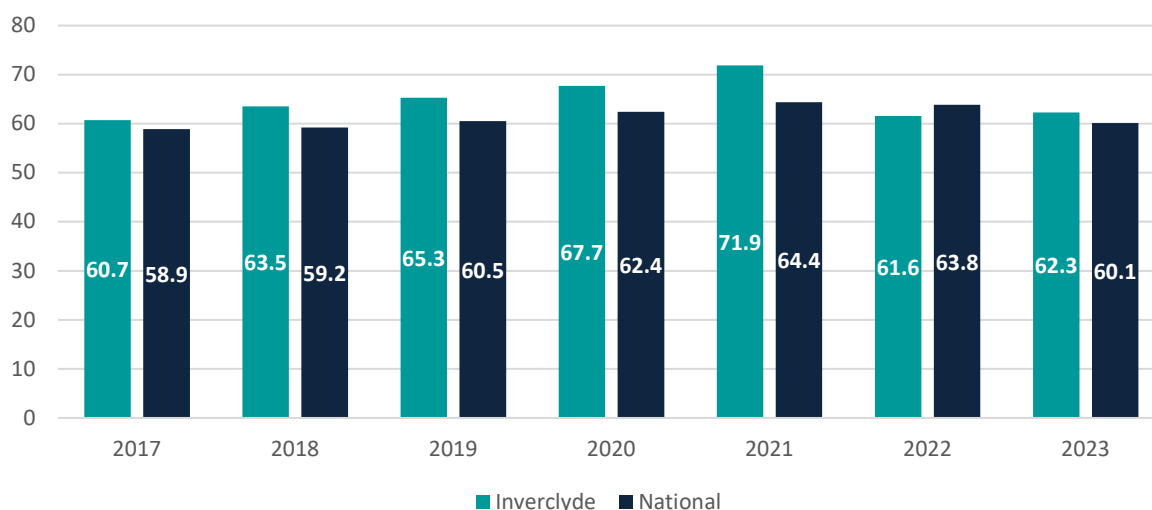
% of pupils achieving 5+ Awards at National 5 level (grade A-D) by end S4, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT::Breadth and Depth: All Candidates)

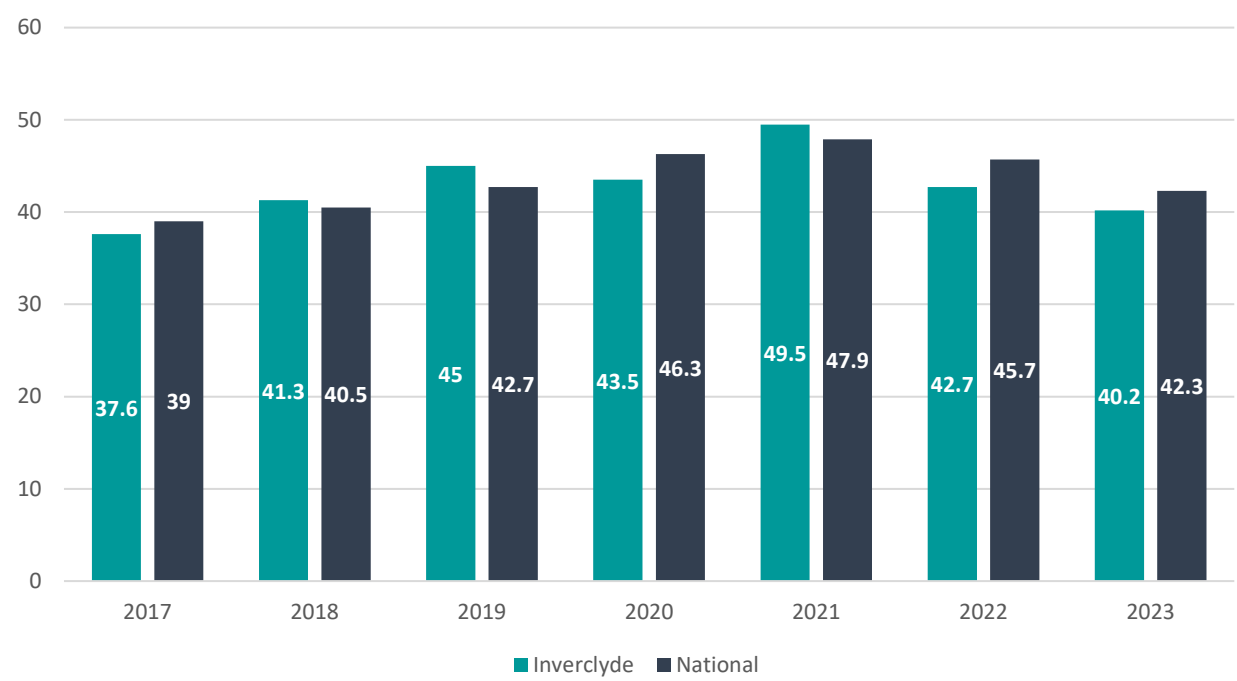
At SQA Higher level Inverclyde performed above the national average for all three measures in 2020/21 but is now decreasing and below the national average with the exception of 2022/23 for pupils achieving 1+ awards by the end of S5.

Percentage of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2022/23



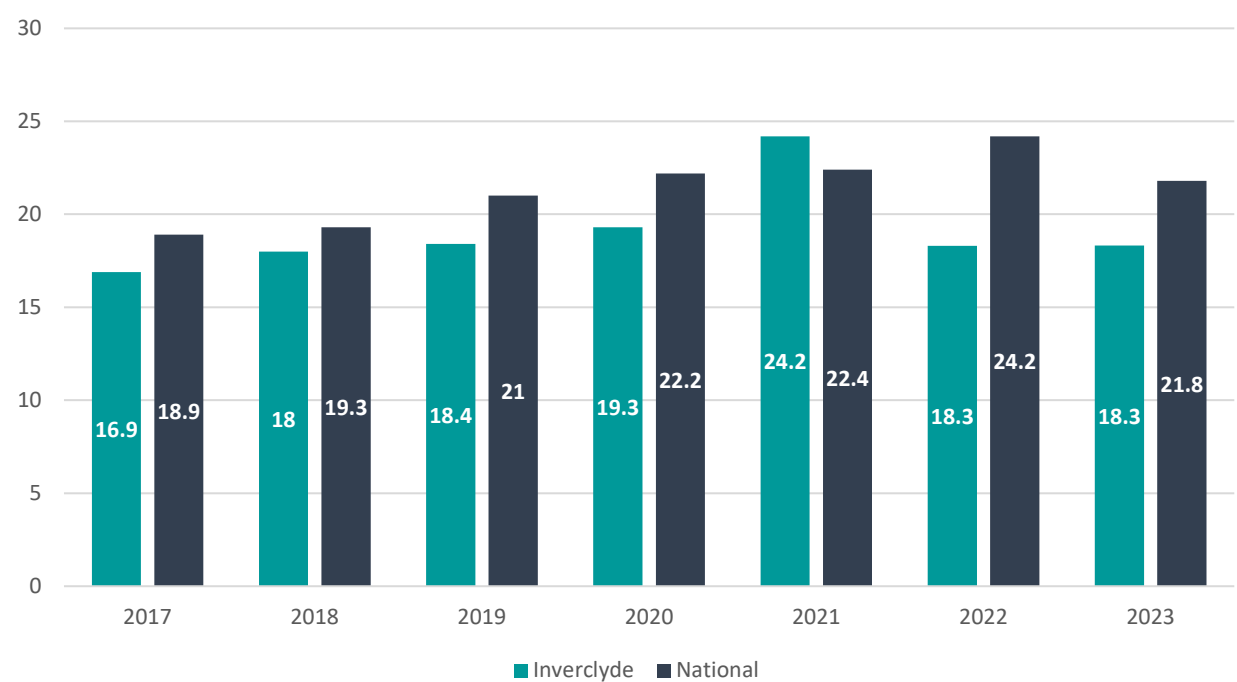
Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

Percentage of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

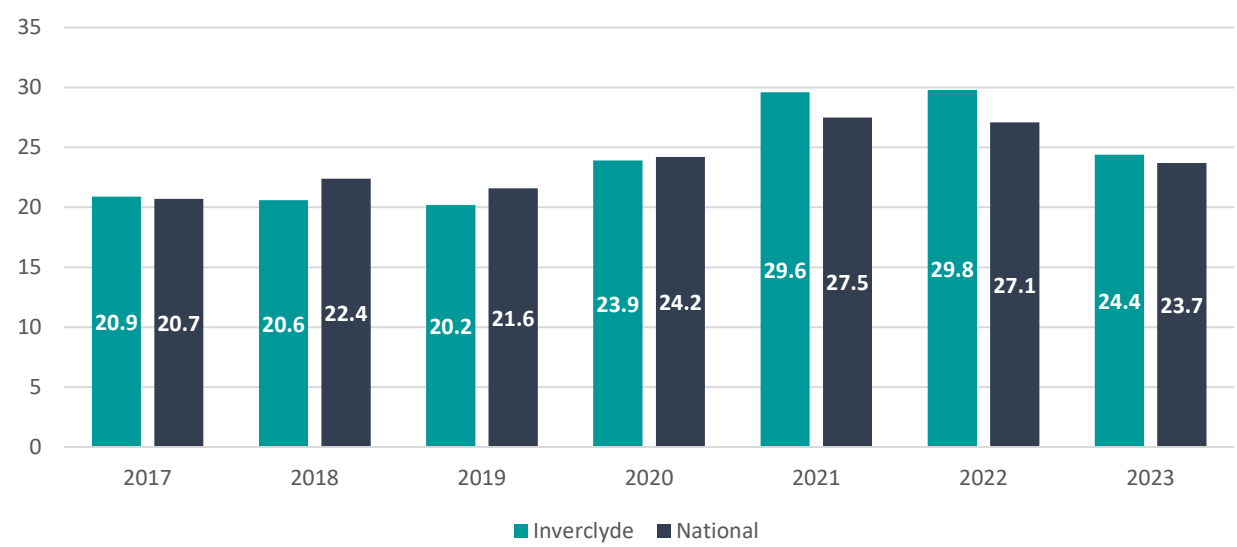
Percentage of pupils achieving 5+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

At Advanced Higher level Inverclyde has been above the national average in the last three years in terms of achieving 1+ award.

Percentage of pupils achieving awards at Advanced Higher level (grade A-D) by end S6, 2016/17 to 2022/23

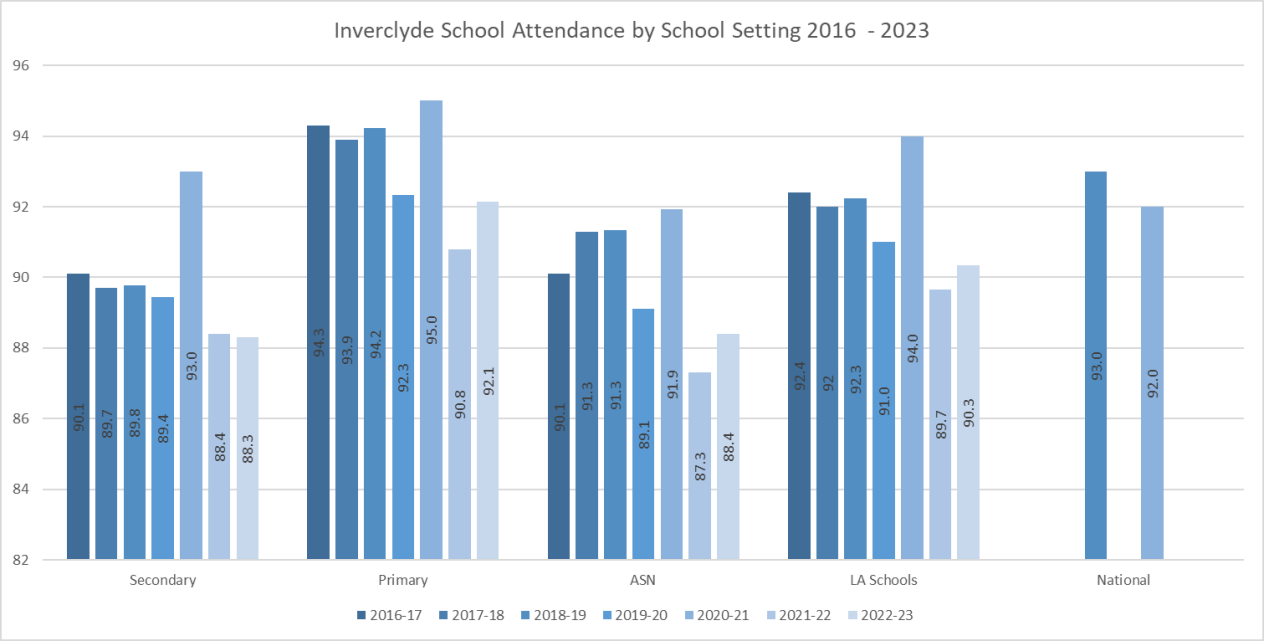


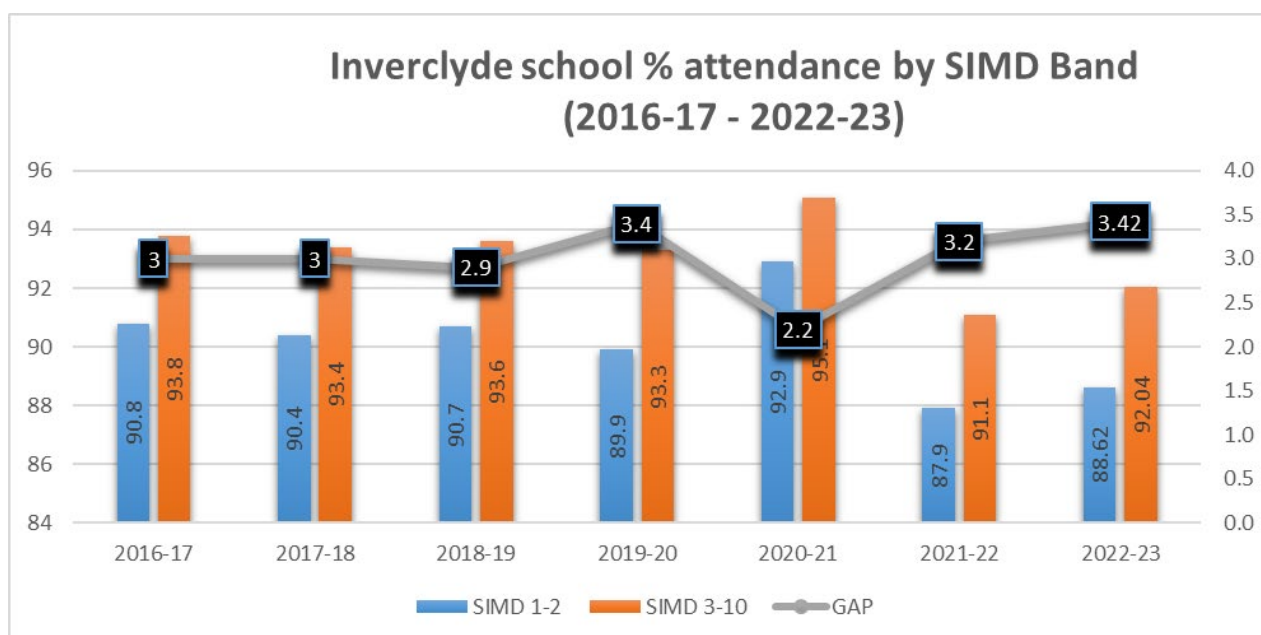
Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

C: Improvement in children’s and young people’s health and wellbeing

- 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.

C1 Overall in 2022/23 attendance improved. This was most pronounced in primary and ASN establishments, with secondary attendance remaining stagnant. Attendance figures since the pandemic have yet to recover and return to where they were pre 2019.





The gap in attendance between pupils in SIMD 1-2 and 3-10 has opened back up and is higher than it was pre-pandemic.

In the last year the team leading on the attendance strategy has rolled out attendance workshops to guidance staff, ASN Leads, senior leaders from schools and central staff. The focus has specifically been on secondary staff where data indicates the need to improve is most needed. An audit tool and individual assessment tool have been shared at these events.

The team has linked with our Attainment Advisor to ensure adherence to the national approach; our Attainment Advisor led on the writing of the Education Scotland report, "Improving attendance in Scotland."

The team have developed an Inverclyde multi-agency response which is enhancing partnership working as a response to addressing low attendance at school.

The overarching governance of the attendance strategy has identified that there is a need to focus on:

- ensuring that schools are reviewing the curriculum in relation to the push and pull effect with a focus on the question, "What is the pull to school within your curriculum offer?"
- ensuring that robust single and multi-agency plans are in place for all low attenders i.e. those below 20%.
- continuing to call into the Authority Screen Group (ASG) all pupils with less than 10% attendance to ensure that effect actions and plans are in place.
- augmenting current approaches by conducting targeted deep dive visits to secondary schools. The process to undertake a deep dive is being piloted in one secondary school with the Attainment Advisor and Depute Principal Educational Psychologist, focusing on the effective use of data. The outcome of this will provide the model for other establishments to conduct their own deep dive.
- further developing primary to secondary transition process with a focus on those pupils with low attendance in primary.
- ensuring that the effective practice around cluster models of tracking attendance with a family focus are rolled out to all six clusters.

- re-organising resources to enhance the early intervention offer.
- creating a needs analysis to provide intelligence regarding the possible development of Inverclyde's virtual learning offer.

C2 In partnership with the Personal, Social and Emotional (PSE) network, one primary school and a former pupil, we have produced guidance and direction on a set of eight lessons on bereavement, change and loss for schools to build into their HWB programmes. These have also been included in the revised HWB curriculum overview and have been shared with all schools, HWB coordinators and PSE leads. One primary and one secondary have recently piloted these lessons. Feedback shows that the lessons have a lot of good resource links however they had to be scaled down to make the content more manageable. It is felt that across each stage, pupils would benefit from possibly another two lessons to support the emotional intelligence of pupils. Pupil feedback states that they found the lessons useful whereby they were exploring feelings, learning how to support others through grief having that realisation that it is alright to be sad.

C3 Inverclyde Council made the decision not to roll out the HWB survey to children and young people this year. This was as a result of a national issue around the use of the strengths and difficulties questions and working in partnership with neighbouring authorities. Moving forward next year, our focus will be on the information gathered from our young people through Clyde Conversations in February 2024 and possibly taking part in the national survey.

The Healthy Minds awareness-raising resource was purchased for all schools to raise awareness of mental health with parents with a view to them having a greater understanding of themselves and how their mental health state impacts on them and as a knock on effect, on their children. The roll out has been led by the mental health focus group who plan to re-visit the resource over the next three years, baselining its use and providing further training for schools.

The mental health focus group also continue to promote the National Health Service five steps to wellbeing. Future plans include awareness raising with parents to promote a common, pro-active language across schools and communities, to allow parents to both support their child's mental health and take action with regards to their own mental health. The mental health focus group have designed and supplied all establishments with posters on the five steps to wellbeing to further raise awareness within the whole school community. Both resources are now on our HWB blog which is available to all GLOW users and are regularly shared as reminders with Health and Wellbeing Coordinators and PSE leads.

A further focus this session has been on substance misuse, working closely with the Young People's Substance Officers. They have been delivering information sessions to parents around substance misuse. The workers met with parent council chairs to inform them of the Substance Use Framework which is being delivered in mainstream secondary schools. They offered all parent councils the opportunity to invite members of the team to a school parent council meeting to hear an overview of the presentation and for parents to ask questions about the framework and its contents.

C4 Our six mainstream secondary schools are now all involved in the Mentors in Violence Prevention (MVP) programme. This has been very well supported by CLD across the authority. This is an ongoing item on the PSE leads' agenda giving them the opportunity to share how the programme is used in the different schools. All schools report that the

programme develops leadership skills and build confidence in senior pupils whilst supporting the more vulnerable, younger pupils.

- C5** The current anti-bullying policy is due for refresh in November 2024. The policy must align to the document Respect for All, which is published by the Scottish Government’s lead agency in this area RespectMe. However, there has been a delay to the publication of this document until around November/December 2024. As a result of this, Inverclyde’s own policy will now be published in August 2025.

In order to prepare the ground work for this, a new working party has been established with membership drawn from all sectors, including the Educational Institute of Scotland and the Children’s Rights Officer. The Interim Director of RespectMe is also supporting this work. At the present time the group is looking at refreshed guidance, pre-publication of Respect for All. This includes a focus on reporting and recording of incidents and curriculum based approaches. This will be rolled out to establishments from May 2024 onwards. The group is also accessing the voices of our pupil population.

Next steps: Improvement in children’s and young people’s health and wellbeing

- C1** Continue to roll out the attendance strategy as outlined above in C1, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.
- C2** Link with partners and school leaders to refocus on the substance misuse strategy with a particular focus on vaping, including support for pupils to cease.
- C3** Review approaches to and guidance around the assessment and tracking of health and wellbeing 3–18.
- C4** Review the PSE curriculum 3-18 with a focus on progression and the development of a lifeskills approach, particularly for senior phase pupils in supporting their preparation for leaving school e.g. personal budgeting.
- C5** Carry out a HWB survey with upper primary and secondary pupils to identify trends in data to inform future improvements.
- C6** Publish the revised Inverclyde Anti-bullying policy by August 2025 including refreshed advice on reporting and recording

Maintenance agenda: Improvement in children’s and young people’s health and wellbeing

- Continue to raise awareness of the lessons on bereavement, change and loss and get further feedback on their impact from all schools and establishments.
- Continue to promote and share practice on the MVP programme across secondary schools.
- Work with schools to use the very good programme established by the Young People’s Substance Officers to maintain a focus on substance misuse and risky behaviours.

D: 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 Workforce workstreams.
- D2** Continue to review the curriculum offer in school and in partnership with the 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.

Inverclyde's Initial School Leaver Destinations increased from 94% in 2021/22 to 96.4% in 2022/23; the highest figure yet achieved. The 2.4% increase represented the largest increase in Scotland last year with Inverclyde improving its place in the Local Government Benchmarking Framework (LGBF) rankings from 31st to 9th.

There continues to be a focus on maintaining and improving our leaver destination figure, with an ongoing focus on sustaining these. There is a particular focus on the destinations of Care Experienced Young People (CEYP) and pupils with ASN, as well as young people from SIMD 1; care experienced and ASN initial positive destinations are approximately 85%.

Figures for 2022/23 indicate that 94% of young people in Inverclyde aged 16-19 were participating in education, training or employment. This is the highest Annual Participation Measure (APM) recorded. There needs to be a continued focus on this figure due to the cyclical nature of employment data. In addition, there are macro and local economic factors that need to be considered.

We need to continue to develop timely communication between all partners e.g. gap analysis has highlighted that young people who are dropping out of college are not highlighted quickly enough to Skills Development Scotland (SDS). This has led to young people not participating in education, training or employment for a number of months which, in turn, makes it much more challenging to support these young people back into a positive destination.

D1-3 The strategic governance group, established in September 2022, has continued to meet on a termly basis this session, overseeing the implementation of this section of the Education Service improvement plan; three workstreams report to this group.

Representatives from five establishments attended an input from SCQF on their framework and the range of qualifications that are available to young people in the senior phase, further enhancing leaders' confidence to broaden the offer within their own schools as well as in parentship. All six secondary schools are working towards SCQF Ambassador status.

Meetings with our college partners have continued to take place with representative also attending our Curriculum Design Workstream. Through closer partnership working the college offer now more closely aligns to learner's needs. New courses offered include a Foundation Apprenticeship in Childhood Practice over one year, Foundation Apprenticeship in Engineering at West College Scotland's (WCS) Paisley campus and partnership with Babcock Engineering and WCS at SCQF level 5 with a pathway onto Babcock's Modern Apprenticeship.

In addition, there has been a greater focus on labour market needs within Inverclyde. Courses are offered in child and social care and a new course for pupils in uniformed services has been introduced. There has also been the development of SCQF level 7 courses from WCS including HNCs for S6 pupils in Television Production, Sound Production, Music and Travel and Tourism. Subject to feedback from young people, schools and college partners, there is also ongoing work re the development of the Foundation Apprenticeship across one year model.

The Curriculum Design workstream has led to less duplication and clearer progression pathways.

CLPL was delivered by West College Scotland to all school guidance staff to increase awareness of the various pathways and the college offer.

- D4** Re-establish subject networks to allow Principal Teachers (PTs) 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.

- D4** The PT Network Forum has met several times during 2023/24 with a key focus being on BGE moderation and curriculum pathway developments. A new network has also been established for PT Guidance. These networks are allowing for an improved flow of communication to schools, as well as between them, including building the awareness of the various pathways on offer to young people, amongst those attending, including a chance to inform and develop these.
- D5** Secondary schools have been twinned to look at what can jointly be offered between them as part of the ongoing development of the Inverclyde consortium model. Ongoing work is currently underway to support this work in readiness for 2024/25.
- D6** Work is ongoing to scope out the possibilities of developing existing and historic work around remote approaches to learning. This is increasingly being aligned with approaches to support pupils where emotionally based school avoidance (EBSA) is a factor in their non-attendance at school, as well as work being carried out at a national level to establish a digital academy.

- 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.

- D7/8** A final draft version of the transition guidance for young people with Additional Support Needs and/or a Learning Disability has been created and work is now underway to disseminate and implement this, so that it is being used to support the transition for pupils from 2023/24 into

2024/25. The guidance was workshopped with partners including HSCP, Education Psychological Services and employability team. Within the guidance there is a focus on early intervention and support of those most hard to reach young people particularly

As well as this the Inverclyde Education Service has delivered CLPL to our college partners to support their retention of students with ASN, who are finding the transition to college challenging.

- D9** Work has been carried out to bring the COMPASS App into Inverclyde to support parents and families. The app has been developed by the Association for Real Change (ARC) Scotland to support parents and carers of all young people in Scotland who need support as they make the transition to young adult life. Training for staff has been carried out and it has been presented to lead partner agencies. As the new guidance is launched, information will be passed to the relevant parent cohort as well as access to the App. Baseline data will be taken from the ASN parent cohort in order to evaluate the impact on the confidence of parents navigating the post school offer.

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.

- D10** Representatives from all schools have attended two CLPL events organised by SDS on embedding Meta Skills in the Curriculum.

All secondary schools have embedded GEN+ into the curriculum across the BGE with guidance staff being trained on the approach. The impact report from GEN+ shows a high level of engagement from pupils, who are articulating meta-skills they have developed across the curriculum.

- D11** Representatives from almost all secondary schools attended an input from the SCQF on the framework and the range of qualifications that are available to young people in the senior phase. Almost all schools are now on the SCQF Ambassador framework. By the end of June 2024, all schools will be registered as working towards SCQF ambassador status. St Columba's High School has achieved the silver award with Inverclyde Academy on course to achieve silver award status by June 2024.
- D12** The authority's new Leaver Guidance is at the draft stage after consultation with partners and young people took place. The guidance will be ready for implementation in 2024/25 which will include a launch event with key school staff including guidance staff and senior leaders.
- D13** New marketing materials have been produced in partnership with the students at WCS media department which includes videos that are suitable for social media. The videos are targeted at young people still at school and will be suitable for the preferred social media channels (Tiktok, Instagram and Snapchat) that young people spend most time on. The focus of the

videos is on the WCS vocational courses and the positive experiences that the young people have had.

Developing the Young Workforce (DYW) Co-ordinators are developing their own website to engage with young people across the authority. This will contain information on work experience, employment opportunities as well as skills for life and work information.

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

- D1** Link to curriculum review work in A4, i.e. carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review and consultation on the number of qualifications that can be taken in S4.
- D2** Fully implement the leaver's guidance in 2024/25.
- D3** Fully implement the leaver's transition guidance for pupils with ASN in 2024/25.
- D4** Commit to ensuring that every young person will receive an offer for October 2024 that has a maximum chance of being sustained.
- D5** In order to achieve this, continue to work alongside our partners to continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.

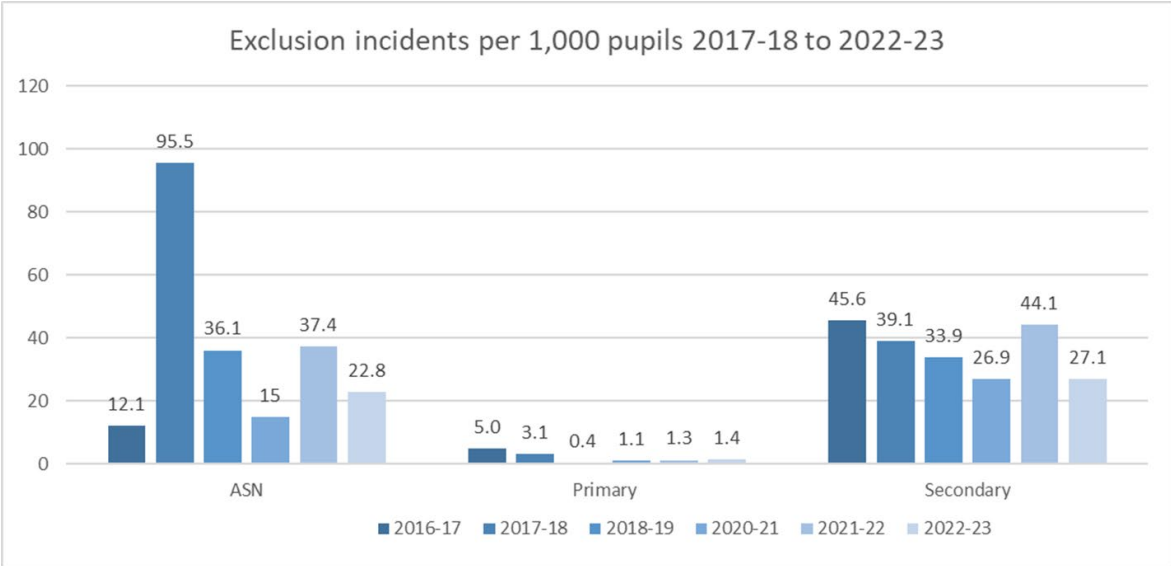
Maintenance agenda: Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.
- 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.
- Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.
- 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.

E: 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).

- E1** All education establishments have delivery of the Scottish Government's National Trauma Transformation Programme (NTTP) on their improvement plan. Establishments are progressing through the training aspect of the programme this session and a number are now at the stage of considering post training implementation. This work is being delivered in collaboration with Inverclyde Educational Psychology Service. The offer of training will remain as an ongoing item for establishments in order to ensure sustainability and this will align with the evolving Education Scotland approach to delivery of the NTTP.



By June 2023 exclusions had reduced across all sectors, most notably in secondary and ASN settings. There was also a reduction of almost 50% of the exclusions of CEYP. Ongoing tracking in 2023/24 suggests that this downward trend is being maintained.

- E2** All establishments confirmed a move to the use of single agency planning documentation during their annual ASN visits with training having been delivered at ASN leaders and aspiring leaders’ meetings. Evidence from the Authority Screening Group (ASG) and Additional Support Needs Monitoring Forum (ASNMF) submissions reflects single agency planning documentation is in use. Staff have reported that they are comfortable utilising the single agency planning document.
- E3** Over the first two terms of the ASG it was noted that there was an increase in critical incident reporting. This increased the priority for numbers of staff to complete the Promoting Positive Behaviour (PPB) training. Aligned with the utilisation the authority’s share of funding from the Scottish Government to support training relating to behaviour. Through fortnightly tracking of this data via the ASG, a targeted approach to ensure that the establishment’s most affected reviewed the most support for training of staff.

We have developed the PPB trainers’ network to increase trainers from two in 2023/24 to seven by March 2024. We delivered an intense training programme in February and March 2024 training over 90 members of staff including almost all PSAs at Craigmarloch school. Initial data is showing a decrease in critical incidents and council health and safety accident reports since the training has been completed; this will be monitored at the ASG.

Critical incidents have increased from term 4 2023 to term 4 2024. This is due to extensive training and awareness raising from both EIS and authority to encourage staff to report incidents where appropriate.

- E4** The Inverclyde missing person protocol was reviewed by a multi-agency personnel meeting in November 2023. This has provided much needed clarity to all agencies, regarding reporting processes and appropriate referrals. Police have reported a decrease in missing person reports since this event and a final version of the missing person protocol will be agreed by the ICPC and shared with all agencies before June 2024.

A weapons protocol is now in place for education services. This was developed in conjunction with the Health & Safety team as well as taking advice from EIS and Police Scotland. Any weapons incident reported in school will be recorded via critical incident reporting and all information is shared with Social Work and Police Scotland.

A multi-agency risk group from Education, Social Work, Police Scotland and CLD meet every four weeks to discuss any young people who are identified as high risk within education and the community. This data is taken from referrals to the ASG as well as information shared at the community HUB by police and community wardens. The group reports that this has been an important multi agency development to allow all agencies to share potential supports and improvements for identified young people.

Any incidents disclosed by Police Scotland or community wardens which name young people in education are shared via the CLD link with the Head of Education and the Education Officer for Inclusion This has allowed for critical information to be shared with schools in a timelier manner.

An intervention called Side Step has now been brought to Inverclyde, managed by Action for Children, with a view to supporting the most vulnerable young people to change their choices and “side step” from situations they are finding themselves in. The process for accessing this group is via the Vulnerable Young People group, led by Police Scotland, and is at the early stages of implementation.

- E5** The ASN Principal Teacher network (this includes PTs of ASN services such as ICOS (Inverclyde Communication Outreach Service), EAL (English as an Additional Language) and the CLB (Communication and Learning Base) has been highly successful this year, with all members reporting that they have grown in confidence and feel better supported to carry out their role. They state that they have benefitted greatly from the networking opportunities, visiting other establishments, sharing resources and sharing common concerns. The focus of the network has been on self-evaluation, quality assurance and improvement planning. Whilst participants report the positive impact of this network, there is still work to be done. The group feel that they require more time on strategic planning and would also benefit from a range of training opportunities, identified through a needs analysis.

Early evidence is showing that the leaders have a sharper focus on service improvement through working with staff to agree their rationale for change, setting clear, measurable outcomes and planning steps for improvement.

- E6** The introduction of the ASN Leaders’ programme was very well received by a mixture of primary and secondary teachers and Principal Teachers; 35 in total. Of those who completed an evaluation at the end of the programme, feedback shows that all found the six sessions relevant and of benefit to them. Teachers reported that it has given them a much better grasp of the ASN policy, the roles of the different services and how they link to GIRFEC. They demonstrated an increased knowledge of current policy, how to access and

how to use effectively to support learners. They also found it useful to spend time on HGIOS4 QI 3.1 to inform their own self- evaluation within their establishment. Education Officers report an improvement in the responses to recent Depute Head Teacher interview questions relating to Wellbeing, Equality and Inclusion.

- E7** The Lomond View Academy restructure and delivering differently project has been in place since August 2023. This has allowed a pilot of the new model structure and provision offer to be implemented. Through the BGE, senior phase and EBSA model we have increased support from 10 to 30 pupils. Pupils are being supported to return from an out of authority placement, supported by the Lomond View Academy senior phase model, and others prevented from requiring out of authority provision from the BGE model.

Lomond View has also developed a primary Enhanced Nurture Provision within St Michael's Primary School. This service has been able to support 10 pupils this session. This support has either been in school or out with mainstream provisions with two expansions being temporarily in place due to emergent need. The pupils attending this provision are at risk of requiring out of authority placement and are currently able to remain within in Inverclyde.

Parents report that they feel supported by the new models in place and appreciate the flexible approach of support to meet the needs of the young people.

- E8** As part of the review of the pilot Enhanced Nurture Provision it has been identified that the need was greater than the provision availability. This was reviewed in conjunction with data produced by ASG and ASNMF to determine need across the authority. The data was not fully accurate until term three as during term one and two there was a significant drive from both unions and education authority to request that staff completed paperwork such as critical incidents and H&S accident report forms so that need could be determined.

During term three we determined the need has cross sections of pupils who would historically be open to ICOS as well as the new Enhanced Nurture service. Based on this analysis and the previous service review of ICOS it was determined that it would be beneficial to merge ICOS and Enhanced Nurture service to be managed via Lomond View to support the needs of young people and staff across the authority. This service upgrade will take place during term four.

- E9** The implementation of the 'I CAN' Toolkit in Early Learning and Childcare (ELC) establishments has been aimed at improving the assessment and support of children's language and communication development. On initial analysis, all ELC establishments had received this toolkit, however, 89% reported that they had not used the tool and 91% reported a lack of confidence in its use.

The comprehensive training provided by Speech and Language therapy to all ELC senior leaders and staff members, emphasised a commitment to ensuring consistency in the use of the 'I CAN' toolkit across all settings. All senior leaders reported that the training had developed their confidence in implementing the tool and reported that they felt confident to facilitate training with their staff teams. All senior leaders reported that training has supported staff in the individualised planning and assessment of language and communication.

Initial findings indicate positive outcomes among staff who have utilised the toolkit, including enhanced confidence in assessing children's language and communication and when planning for targeted interventions, either on a one-to-one¹ basis or in small groups.

Senior leaders report that that allocation of ongoing support from the Speech and Language team has further enhanced staff knowledge, skills, and confidence.

The reported benefits extend beyond assessment, with staff utilising the toolkit to develop additional support tools for both the playroom and home environments, therefore senior leaders report this is helping to improve collaboration with parents and to develop their understanding of their child's development.

The recognition of the potential of the toolkit to improve understanding of language development and its integration into individualised planning processes, signifies a promising step towards more effective support for children with language delays. This approach, aligned with future plans in place for an ELC tracking tool, will further develop overall planning and assessment, not just for language and communication but for children's all-round development.

Additional training offered by ICOS, on the 'CIRCLE' tool has further complimented the implementation of the 'I CAN' toolkit and has contributed to the development of a suite of support tools, which align with the future planning for tracking individualised development and learning in ELC establishments.

Due to the phased approach to training aligned with the development of staff confidence in using the 'I CAN' tool, it is too early at this stage to report a reduction in Speech and Language referrals, however, senior leaders report for staff who are using the tool, they are developing understanding of their role in supporting children's language and communication needs, and identifying appropriate referrals to Speech and Language therapy.

- E10** An ASN parent support group has been established with a committee consisting of parents, ASN education staff and health professionals. Parents were surveyed to ask what they would like to see from a parent support group.

The initial requests were for an informal parent support group/coffee morning as well as information sharing events with guest speakers and information on services that are available to support ASN parents and carers.

There have been two successful coffee mornings hosted by parents. The first information sharing event is scheduled for 6 June 2024. Parents within Inverclyde have been positive about the forming of the group and have welcomed the support. There has been a positive relationship between education and the ASN parent group which has allowed for the sharing of information that parents have reported have prevented complaints being raised formally.

- E11** All establishments had the development of anti-racist education as a priority on their improvement plan for session 2023-24. A number of different approaches have been taken to further support this work and are outlined below:

Equalities Coordinator Network

Officers met with colleagues in other authorities and engaged with national activity to research successful approaches to supporting the development of anti-racist education. An Inverclyde Equalities Coordinators network has been established which aims to:

- Reinforce our commitment to equalities consistently across all settings and further develop a more inclusive curriculum.
- Ensure we are acting to meet our legislative duties, as outlined in The Equality Act 2010 and GTCS Standards for Equality and Diversity.
- Facilitate support for staff directly involved in delivering the Equality Outcomes.
- Offer an opportunity to showcase good practice and improvements that relate directly to one or more of the Protected Characteristics.
- Engage with staff, pupils and families on equalities issues.

Every establishment in Inverclyde now has an Equalities Coordinator who have had opportunities to engage with one another and with high quality, sector leading speakers. Approaches to establishing anti-racist groups within their settings and to developing their curriculum offer through use of the anti-racist critical thinking model have been shared. Coordinators are also contributing to the meetings to share their learning and to support one another.

A Microsoft Team has been established, providing coordinators with a space to share materials and learning. Resources such as training materials and a racial equality, diversity and inclusion calendar have already been shared.

“All staff are becoming more aware and gaining confidence when discussing race.” – Equality Coordinator

Following evaluation of learning and impact after two network meetings (November 2023 and February 2024), coordinators reported a shift in confidence in developing racial equality and delivering anti-racist education from a mean of 2.63 to 3.75 on a scale from 1 (not at all) to 5 (completely). Coordinators are gaining confidence, though further work is still required to progress this.

Coordinators reported recording of racist incidences, their own learning journey and challenging of racism in their setting as the areas of highest impact.

Most coordinators reported they are setting up equalities Committees, anti-racist clubs and focus groups with pupils to gather voice and establish areas for development and begin addressing race and racism in their setting.

Some coordinators reported engaging with parents and the wider community through questionnaires, posters, flyers and discussions to develop awareness and identify needs within the school community.

“[MS] Teams has been really helpful easy access, sharing documents and updated on practice.”
– Equalities Coordinator

Inverclyde Support Guide

An anti-racist education support guide has been compiled, providing a step-by-step guide to the development of anti-racist education. This had been shared with all Heads of Establishments and is engaged with at our coordinator meetings. Embedded within the guidance is a comprehensive

padlet which provides links to materials which further support the development of anti-racist education. All coordinators report being aware of the support guide.

“The Inverclyde guide gave us an excellent starting point and support throughout the journey.” – Equalities Coordinator

Ongoing feedback has been gathered from coordinators to ensure that our meetings and materials are meeting the needs of participants including a ‘you asked, we answered’ portion of the network meetings. Coordinators report they develop their practices consistently with the steps of the guide, showing how this framework has impacted on improvement practices. Coordinators show how elements of the support guide resources have been used to develop practice in their setting.

WOSDEC Professional Learning

Two sessions were delivered where participants had the opportunity to explore anti racist education, consider definitions, view examples of good practice, consider planning for next steps and engage with high quality resources. All Newly Qualified Teachers (NQT) attended session one and session two was open to all practitioners across all settings.

“This course is really beneficial for us all at the start of our journeys into anti racist education. It’s vital for recognising the changing demographic within society and the classroom. It’s essential that we recognise these changes in a positive and inclusive way.”- participant.

For those who attended session two and completed an evaluation, all agreed or strongly agreed that the course was useful for developing learning and teaching, that the course has deepened professional understanding of the key themes, and that it had increased confidence to incorporate Global Citizenship into practice.

Newark Anti-Racism Animation

Sharing good practice sessions provided for ELC, primary, secondary pupils and staff.

“A group of pupils who attended the Newark Primary Anti-Racism group session are keen to develop this in Ardgowan and are planning how to take this forward - Awareness in lessons of representing the diversity in the classroom.” – Equalities Coordinator

The animation has gained national interest as pupils from Newark Primary have showcased the animation at the UNESCO Conference in Lanark and for the Anti-Racist Education Programme (AREP). Some coordinators have referred this animation in developing awareness within their own setting.

S2 Curricular Resource – Inverclyde’s Role in the North Atlantic Slave Trade

Our S2 resource, which was part of this work and was piloted last session, has now been updated based on the pupil and staff evaluations. Practitioner CLPL was delivered to staff to support the use of the materials.

This resource has gained local and national interest as it has been shared with our six secondary schools, with the Scottish Government and with attendees at the Education Scotland Supporting Anti-Racist Education across Local Authorities Development Day. All schools are now making use of the resource resulting in all S3 pupils learning about Inverclyde’s historic links to slavery.

Inverclyde Council won the 'Strengthening communities and local democracy' COSLA prize for its commitment to investigate the area's history and address the legacy of slavery following the murder of George Floyd in 2020.

"I found it interesting learning about my town's history of slave trade." – S2 Pupil

Evaluative feedback from pupils and staff show greater awareness of the issues of race and racism in Inverclyde and the importance of addressing this through education. Most (87%) young people evaluated their learning experience as three stars or better. With one being no knowledge of the subject and five being extensive knowledge of the subject, young people reported a shift of 54% to four out of five in their understanding of the subject.

Building Racial Literacy Network

We established a Building Racial Literacy (BRL) support network which allowed practitioners who had completed the BRL training to network and share practice. The aims of this professional learning are to:

- Ensure that every educator in Scotland is racially literate and not 'race evasive.'
- Promote anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice.

With the creation of the Equalities network and at the request of the participants, this group has been put on hold. We continue to monitor this and to share the National BRL offer. We have now had practitioners participate in all four BRL cohorts and have participants from previous cohorts supporting the delivery of the national professional learning.

"As a result of BRL programme we are developing and moving forward with anti-racism approach and adapting our curriculum through an IDL and novel: picture book approach." – Equalities Coordinator

Participants now continue to support each other through links made at the Equalities Coordinator Network meetings as well as share good practice through this forum. Coordinators in establishments with trained BRL staff report significantly more progressed practice across the curriculum, CLPL and developing confidence.

One unique area of impact is the development of racial identity (e.g. understanding perceptions, privilege and the impact of one's whiteness / colour in the Scottish context).

"I have made significant progress in my anti-racist journey. I had always thought of myself as "anti-racist" but when reflecting on my learning I found I was really quite ignorant of the depth of racism and how little I had been doing to challenge this. I now understand the different types of racism and their impact, how to identify racism, how to report it and challenge it. I have explored racial identity development models for people who are white and people of colour. I can also view my lessons and resources through an anti-racist lens and I am beginning to develop the curriculum based on my ongoing learning with the Equalities Network and the BRL programme."
– Equalities Coordinator

Next steps: Getting it right for every child

- E1** Continue to ensure that practice and provision of all establishments is trauma informed.
- E2** Implement the attendance strategy as in B2, with a focus on effective planning for pupils who have less than 20% attendance.
- E3** Implement the revised Child protection audit process alongside the work of the newly formed Child protection sub group.
- E4** Continue to review and develop capacity of specialist ASN provision.
- E5** Continue to support ASN Leaders through CLPL with the assessment processes relating to identifying the needs of ASN pupils.
- E6** Ongoing roll out of PPB training for targeted schools, as well as offering a rolling programme of training to support all practitioners around de-escalation techniques.
- E7** Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education, with a focus on curriculum mapping where anti-racist education and the wider equalities agenda is being delivered.

Maintenance agenda: Getting it right for every child

- Education Psychologists will continue to support educational establishments in their development of the joint support team structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health and Social Care Partnership (HSCP) will also take place to see how they can support the roll out.
- Maintain and update the ASL policy.
- Continue to develop the ASN parent group.
- Continue to engage in national developments in relation to REAREP and Education Scotland, and to support establishments with the development of a more inclusive curriculum

F: Improving outcomes of care experienced children, young

- 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

F1 The Care Experienced Children and Young Person's attainment fund has been approached more strategically this year. There was a requirement to add resources to the virtual school to offer targeted support for care experienced learners with barriers to learning and this led to a portion of the fund being allocated to two Education Support Worker posts on a temporary contract for 23 months, who took up post in November 2023. These workers have been offering targeted pieces of work to support successful engagement and attendance at school. There is a focus on young people who may leave school and struggle to maintain a positive destination, as well as a broader support service being offered for wellbeing, attendance, and engagement.

There has been varied success with this intervention and it continues to be developed as we learn more about the most effective inputs. There will be a review of the service in 2024/25, and it is under continuous evaluation due to it being a new service. Using a portion of the fund for targeted support has allowed mechanisms to be put in place which can monitor more closely the impact. This is allowing us to be more responsive if an intervention is not working.

The remainder of the fund has continued to be spent through self-directed funding via applications from social workers. However, a more effective tracking and monitoring system was developed to ensure there was better proposed outcome data in relation to the expected impact. A new tracker and process has improved the overall effectiveness of the self-directed funding model. This improved tracking provides a clearer picture of spend and will evidence impact through updates from lead social workers relating to the referral on identified outcomes. Most importantly, a review period has been established requiring staff to report back on the impact of the intended spend. This data will help us to shape future decisions around the fund, as it has given clear patterns of where the need is within this group. Implementing the review period has again provided an opportunity for measuring impact, as previously once the funds were allocated there was no requirement to consider impact.

F2 The virtual school continues to receive monthly data from both SEEMIS and Swift regarding the care experienced cohort. This is used to analyse attendance and exclusion data as well

as track changes in status and records for schools. This data has been the main tracking method for the virtual school and will be used in conjunction with the dashboards when they are developed. There continue to be improvements in the data between the two systems, and most importantly tracking the data using this system has led to accurate data being held at establishment level. There has been a direct improvement in tracking systems within schools since the establishment of this system.

The development of a virtual school dashboard for BGE and senior phase is almost ready to launch. Once launched, this will give the Virtual School Head Teacher more robust tracking system to identify trends, patterns and comparisons to support schools on their journey to improve the overall attainment for care experienced young people. Having this level of data will allow a bigger focus on attainment as we move forwards with the virtual school.

- F3** This year the Virtual School Head Teacher has been working alongside the I Promise Manager and Children's Rights Officer to develop an engagement plan to ensure our families and young people's views are reflected in individual plans and help shape our future delivery model. This involved completing a consultation with Education, HSCP and all third sector partners to establish how, when and what we are consulting on with young people and their families, as well as a coherent picture of how we are engaging with them across Inverclyde.

We also consulted with young people and families at this point on how they felt about their involvement and how it shapes the support they receive. There is interest among partners to be involved in the engagement plan and we are seeking views on what would be most helpful within the plan. Some of the early feedback suggests the plan should focus on a more robust understanding across Inverclyde of what each service is offering and how to pull this together more. Once completed we will then look to share this widely across the authority to look at ways to work collegiately on this process moving forward.

There have been several examples of joint work between the virtual head and colleagues this year. Building on the training offered last year we have further developed the joint process for imbedding more specific education outcomes into child plans through the LAC review process. We also revisited the request for assistance process this year with ASN leads to ensure progress had been made. Further partnership working opportunities were provided through an event specific to children's hearings, which was attended by multi-agency representatives. This was to tackle some of the issues being highlighted from designated managers.

Training for education staff has continued with the launch of the Education Scotland Keeping the Promise Award. This is building on the training delivered in year one of the virtual school. Recognition for completing this award will also be recognised through the Inverclyde Promise Keeper Award, creating two recognised achievements for both individuals and establishments who complete this training and commit to keeping the promise.

Consistency of practice continues to be a high priority. The continued evaluation and progress of the out of authority JST, with multi-agency representation, has had a positive impact on information sharing, and processes and has offered a space for a shared understanding of roles, leading to more effective partnership working and planning for this particular cohort.

We are also developing education guidelines for care experienced children and young people. This will be ready to launch in June 2024 and sets out the roles and responsibilities

of all stakeholders. This will ensure ongoing improvement in the consistency of practice. This guidance will be specifically helpful for the newly created designated manager roles within the school. These managers are engaging in self-evaluation specific to care experienced children and young people and will have opportunities to share good practice and further develop a consistent approach to support.

- F4** The focus of the attendance work with secondary schools this year has been on early intervention and prevention with S1 pupils. Secondary leads have taken the process created last year and have applied to a new cohort. This has included robust tracking of attendance, data analysis to understand the causes for lower attendance, and establishing mentoring for targeted pupils to discuss attendance. 72% of this cohort remain with attendance of 90% or above with 24% between 80-90%.

There is recognition that the targeted work on care experienced pupils should now become part of the wider authority attendance strategy next year. Within the strategy, a tiered response has been created in consultation with multi-agency partners. The purpose of this guidance is to ensure establishments can direct young people to an appropriate intervention to support attendance at key stages. Having agreement from our partners will ensure that referrals are more likely to be successful. This will be launched in the summer term. Having opportunities this year to drive the multi-agency group forward and create a shared understanding of the challenges we face has created a culture where joint working towards improving attendance will be improved.

Next steps: Improving outcomes of care experienced children, young people and their families

- F1** Evaluate impact of self-directed referral spreadsheet as a tracking tool for impact of CECYP Fund
- Investigate project opportunities to support better use of the CECYP Fund
- Tracking and monitoring process to evaluate impact of education support workers.
- F2** Continue to develop the virtual school dashboard enabling more robust tracking of attainment across the cohort. This will assist with the continuation of the stretch aim to improve the number of care-experienced young people achieving level 5 by S5.
- F3** Use the launch of the education guidance and designated manager role to continue to develop processes, procedures and strategies to ensure consistency of practice.
- F4** Continue to embed the attendance strategy across the authority and monitor the effectiveness of the tiered response and access to services for care experienced children and young people.

Maintenance agenda: Improving outcomes of care experienced children, young people and their families

- 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.
- Continue to have the VSHT as the education representative on multi-agency groups to drive forward improvements in outcomes for care experienced children and young people.

Glossary of Terms

| Abbreviation | In full |
|--------------|--|
| ACEL | Achievement of Curriculum for Excellence Levels |
| ASL | Additional Support for Learning |
| ASG | Authority Screen Group |
| ASN | Additional Support Needs |
| ASNMF | Additional Support Needs Monitoring Forum |
| BGE | Broad General Education |
| BRL | Building racial literacy |
| BYOD | Bring Your Own Device |
| CEYP | Care Experienced Young People |
| CLB | Communication and Language Base |
| 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 |
| EY | Early Years |
| GIRFEC | Getting it Right for Every Child |
| HMIe | Her Majesty's Inspectors 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 |
| 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 Nations Convention on the Rights of the Child |
| VSHT | Virtual School Head Teacher |