
Report To:	Education & Communities Committee	Date:	2 September 2025
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/51/25/MR
Contact Officer:	Michael Roach, Head of Education	Contact No:	
Subject:	Education Services Improvement Plan 2025-26		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to present the Education Services Improvement Plan for session 2025-26 for approval.
- 1.3 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a plan with local improvement objectives.
- 1.4 Inverclyde Council's Education Services Improvement Plan 2025-26 is appended to this report. The Standards and Quality Report for 2024-25 which was reported to Committee in May 2025 provides a focused summary of educational progress and a flavour of the work delivered by our establishments from April 2024 to April 2025. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.
- 1.5 This report shares the full final plan for 2025-26 and all actions that will be undertaken to achieve the intended outcomes. The plan is already under way and initial progress is being made. The plan seeks to support the ongoing improvement process of Schools and Early Learning Centres (ELC), addressing key areas for improvement.
- 1.6 For greater detail on the plans of any individual school, Elected Members should refer to the school or ELC's own Improvement Plan posted on their website. For schools this include details of how they will spend their Pupil Equity funding over the same time period.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education Committee approves the content and the publication of the Improvement Plan for 2025 - 26.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 which imposed new duties on authorities with effect from August 2017. The new duties focus on the following main issues:
- Pupils experiencing inequalities of outcome.
 - The National Improvement Framework (NIF).
 - Planning and Reporting.
- 3.2 The new duties for planning commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.
- 3.3 As in previous years the annual report is made up of two parts, the Standards and Quality Report (presented to the Education Committee in May 2025) and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year.
- 3.4 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy. We have further focussed the number of actions, priorities and projects against each national priority.
- 3.5 The Improvement Plan is written under the key national priorities which are:
- Achievement with a focus on literacy and numeracy
 - Closing the gap between the most and least disadvantaged
 - Improvement in mental health and well-being
 - Skills and sustained positive school leaver destinations

As well as this we also have two other areas of focus:

- Getting it right for every child
 - Improving outcomes of care experienced children, young people and their families.
- 3.6 In the plan the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.

4.0 Summary of key priorities and actions

4.1 A Achievement with a focus on literacy and numeracy

- A1** Implement a revised version of the Establishment Improvement Framework from August 2025, taking into account feedback and recommendations from the National Thematic inspection and work from the QUAD.
- A2** Embed the numeracy strategy across all settings and continue to grow our numeracy and maths support networks in order to provide consistency of approach and opportunities to share practice leading to improvements in learning and teaching and learner achievements.

- A3** Continue to promote the Literacy Framework and the PASE Blog, as well as carrying out an evaluation of the framework's impact since its launch.
- A4** Continue to improve and ensure the data strategy's sustainability by reviewing and identify possible alternative tools.
- A5** Continue to evolve and review authority tracking systems in place for both the BGE and Senior Phase.
- A6** Establish the Curriculum Oversight Board including membership, terms of reference and related work plan.
- A7** Re-introduce the Strategic Play Pedagogy group and evaluate the overall progress to date and identify next steps to further develop and embed active approaches to pedagogy.
- A8** Complete the review of the Digital Strategy ensuring a revised version is in place for implementation from August 2026.

4.2 B Closing the gap between the most and least disadvantaged

- B1** Implement the SEF Plan for sessions 25/26 and create a plan for session 2026/27: Education Services in Inverclyde - Inverclyde Council. As part of this agree an exit strategy from the attainment challenge programme with a focus on sustainability from June 2027.
- B2** Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims supported by full implementation of the BGE and Senior Phase Trackers.
- B3** Work with partners to evolve a revised family support offer and clear referral system, aligning the early intervention model from the Whole Family Wellbeing Fund (WFWF), the Family Link Workers as part of the Lomond View Academy offer and the reduced capacity of the Family Support service from within the Attainment Challenge.
- B4** Carry out a review of the Parental Engagement Strategy by June 2026.

C Improvement in mental health and well-being

- C1** Continue to roll out the attendance strategy as outlined above in C1, ensuring all establishments have their own attendance policies in place during 2025/26 and maintain an ongoing focus on ensuring highly effective planning for pupils with less than 20% attendance.
- C2** Publish and implement the revised Inverclyde Anti-bullying policy in May 2025, and provide support and CLPL for establishments to implement and revise their own in line with it.
- C3** Review the Inverclyde Promoting Positive Relationships and in doing so support all establishments to review their Promoting Positive Relationships policy in line with the Scottish Government action plan relating to behaviour.
- C4** Continue to work with HSCP to further develop knowledge and understanding of the dangers of vaping for our young people in secondary schools by developing learning materials and a further training offer relating to vaping.
- C5** Collate data from individual schools' Health and Wellbeing (HWB) surveys to produce a data set for the Authority in order to support HWB planning. Work in partnership with East Renfrewshire Council to compare data sets / identify commonalities and work together on development needs.
- C6** Further develop approaches to Financial Education by working with targeted schools to develop tests of change in partnership with Scotland's Financial Schools through a bespoke CLPL offer for middle leaders and teachers.

D Skills and sustained positive school leaver destinations

- D1** Continue to review and develop the post school offer in partnership with colleagues in the Environment and Regeneration team and wider partnership group.
- D2** Work alongside colleagues in HSCP to implement the ASN leavers guidance in full by June 2026.
- D3** All secondary establishments to continue to develop their journey on the SCQF ambassador programme.

- D4** Continue to develop opportunities for more work-based learning and qualifications leading to employment and continued business links and partnerships.

E Getting it right for every child

- E1** Develop an ASN strategy to address provision needs from August 2026 onwards, including a focus on training needs for staff, support for families of pupils with ASN as well as ongoing review and development of holiday support and provision for pupils with ASN.
- E2** Continue focus on early ASN screening for all pre-three year old and develop the early years ASN panel.
- E3** Support the establishment of the secondary additional support needs provision at Clydevview Academy.
- E4** Review Included Engaged and Involved 3, in relation to our existing Promoting Positive Relationships (PPR) policy including a focus on implementation of restraint reduction procedures.
- E5** Continue to support Equalities Co-ordinators to embed racial literacy and wider equalities outcomes. Support establishments to create and implement their own equalities policies.
- E6** Continue to support the Signs of Safety training roll out from the HSCP by committing to support Senior Leaders to engage in an initial training programme during 2025/26.

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

- F1** Utilise the CEYP data dashboard to support and enhance moderation and benchmarking as well as further support and challenge schools, as well as identify and sharing of good practice where attainment trends are positive.
- F2** Continue multi agency working to further enhance the strategic planning and implementation of the care experienced attainment fund.
- F3** Continue to develop multi-agency opportunities to improve outcomes for our care experienced learners, including identifying training needs and developing systems to support effective communication.
- F4** Work with the strategic attendance lead to continue to analyse data and implement appropriate interventions to support positive attendance for care experienced learners, including the use of authority wide support.

5.0 IMPLICATIONS

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

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

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

The Standards and Quality Report (2023/24) and this Service Improvement Plan (2024/25) fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

5.4 Human Resources

N/A

5.5 Strategic

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

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

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

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

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

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

(c) Children and Young People

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

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

5.7 Environmental/Sustainability

Summarise any environmental / climate change impacts, positive or negative, which relate to this report.

Has a Strategic Environmental Assessment been carried out?

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

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

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

6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 See attached Education Service Plan 2024/25.



Education Services

Improvement Plan 2025/26



Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2024/25 and 2025/26. The first part of this process is the Standards and Quality Report (SQR) for 2024/25 which can be found here: [Education Services in Inverclyde - Inverclyde Council](#). The SQR allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year. A full glossary of terms used can be found at the end of the document.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The five priorities of the NIF are:-

- Improvement in mental health and well being
- Skills and sustained positive school leaver destinations
- Achievement with a focus on literacy and numeracy
- Human rights for all children and young people
- Closing the gap between the most and least disadvantaged

In the plan below, the actions and priorities we are taking forward as a service address these priorities. We have retained a focus on getting it right for every child and our care experienced young people by having these as separate priorities. We continue to see the fourth priority i.e., human rights for all children and young people, as a golden thread throughout the plan, and as such have indicated how we are addressing these by highlighting actions relating to rights in green throughout the plan.

NIF Outcomes (previously drivers)

The previous six drivers of improvement have now been replaced with 7 key outcomes, the delivery of which will lead to improved educational outcomes for children and young people which are:

The outcomes we expect to achieve are:

- a globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy
- young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach
- inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all
- high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap
- highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs
- improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all
- an education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality

Towards Empowerment

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

Inverclyde's Strategic Outcomes for Children and Young People

Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high-quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

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

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the overall alliance partnership plan, council plan Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2023-26.

The Inverclyde Education Services Improvement Plan directly supports the delivery of the following Inverclyde Alliance outcomes:

Inverclyde Alliance Partnership Plan 2023/33

Theme 1: EMPOWERED PEOPLE

- ◆ Communities have their voices heard and influence the places and services that affect them.
- ◆ Gaps in outcomes linked to poverty are reduced.

Theme 2: WORKING PEOPLE

- ◆ Poverty related gaps are addressed, so young people can have the skills for learning, life and work.

Theme 3: HEALTHY PEOPLE AND PLACES

- ◆ People live longer and healthier lives.

Theme 4: A SUPPORTIVE PLACE

- ◆ Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm.

Theme 5: A THRIVING PLACE

- ◆ Development of strong community-based services that respond to local need.
- ◆ Easy access to attractive and safe public spaces and high-quality arts and cultural opportunities.

Inverclyde Council Plan 2023/28

Theme 1: PEOPLE

- ◆ Gaps in outcomes linked to poverty are reduced.
- ◆ People are supported to improve their health and wellbeing.

Theme 2: PLACE

- ◆ Communities are thriving, growing and sustainable.

Theme 3: PERFORMANCE

- ◆ High quality and innovative services are provided, giving value for money.

In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

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

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

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

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

• A: Achievement with a focus on literacy and numeracy

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Articles 3, 23, 28,
29, 39

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

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
- Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures. - All children and young people benefit from high quality learning experiences. - All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.	A1 Implement a revised version of the Establishment Improvement Framework from August 2025, taking into account feedback and recommendations from the National Thematic inspection and work from the QUAD.	- Maintain the percentage of establishments self-evaluating themselves as good or above for all QIs in NIF returns at 95% or above. - Increase the number of establishments self-evaluating themselves as very good or better for at least one of the QIs against the SQRs from June 2025. - Strengths and next steps for the service are identified through a completed self-evaluation paper linked to "How good is our Education Service? Q1 1" as well as next steps from the work of the QUAD.	Head of Education (HOE) Education Officers (EO) Head of Education (HOE) Education Officer (EO) P'ship with other LA leaders / Education Scotland	By June 2026 By Jan 2026

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
- All children and young people in Inverclyde experience a high-quality curriculum that meets their needs. <u>NIF outcomes:</u> - A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy - Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap - Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs	A2 Embed the numeracy strategy across all settings and continue to grow our numeracy and maths support networks in order to provide consistency of approach and opportunities to share practice leading to improvements in learning and teaching and learner achievements. A3 Continue to promote the Literacy Framework and the PASE Blog, as well as carrying out an evaluation of the framework's impact since its launch. A4 Continue to improve and ensure the data strategy's sustainability by reviewing and identify possible alternative tools. A5 Continue to evolve and review authority tracking systems in place for both the BGE and Senior Phase.	- ACEL numeracy outcomes show an improvement against June 2025 data and are above our LGBF comparator LAs. - ACEL numeracy outcomes show that the PRAG has reduced again in comparison to 2025 outcomes. - Numeracy and maths networks show increased attendance and participation, including evidence of the sharing of practice - ACEL literacy outcomes show an improvement against June 2025 data and are above our LGBF comparator LAs. - ACEL literacy outcomes show that the PRAG has reduced again in comparison to 2025 outcomes. - Evaluation complete with next steps identified for the 2026/27 SIP. - A decision is taken as to the best route for the service to take in relation to future proofing existing data tools - Evidence from QA activity that all establishments are using data tools and tracking systems to best effect and that all outcomes are improving. - Establishments feedback and evaluations of all tracking systems	Heads of Establishment, EO for Numeracy / AC Project lead Heads of Establishment, AC Project lead AC Project lead AC project lead AC project lead	By June 2026. By June 2026 By April 2026 By April 2026 By April 2026

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
		provide evidence that they are effective and useful		
- All children and young people benefit from high quality learning experiences. - All children and young people in Inverclyde experience a high-quality curriculum that meets their needs. <u>NIF outcomes:</u> - A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy - Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap - an education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality	A6 Establish the Curriculum Oversight Board including membership, terms of reference and related work plan.	- COB has met regularly over the academic year 2025/26 and has produced a clear work plan with related outcomes identified. - All Establishments can evidence how they are responding to the Curriculum Improvement Cycle through the work of the COB and cluster via their SQRs.	HOE Heads of Est	By April 2026 By June 2026
	A7 Re-introduce the Strategic Play Pedagogy group and evaluate the overall progress to date and identify next steps to further develop and embed active approaches to pedagogy.	A 2 – 3 year strategy for the further development of play and enquiry based learning across primary is ready for implementation in 2025/26, including identification of progression of pedagogical approaches into S1 – 3.	QIM Early Years / Interim Education Officer Early Years	By June 2026
	A8 Complete the review of the Digital Strategy ensuring a revised version is in place for implementation from August 2026	A new 2 – 3 year strategy for the further development of digital learning is ready for implementation in 2025/26.	Education Officer (Digital)	By June 2026

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

Link to outcome 4 of the children's service plan

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Articles 3, 23, 28, 29,
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Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures. All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations. All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.	B1 Implement the SEF Plan for sessions 25/26 and create a plan for session 2026/27: Education Services in Inverclyde - Inverclyde Council . As part of this agree an exit strategy from the attainment challenge programme with a focus on sustainability from June 2027. B2 Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims supported by full implementation of the BGE and Senior Phase Trackers.	• The SEF plan for 2026/27 will be ready for implementation from Jan 2026 • If SAC / SEF funding is to cease in June 2027 then a clear exit plan is included as well as strategies for sustainability of the work to date. • Evidence the PRAG is decreasing again in 2025/26 in comparison to 2024/25 • Evidence the PRAG is decreasing again in 2025/26 in comparison to 2024/25	HOE, AA, AC Project leader	By January 2026
			HOE, AA, EOs, AC Project leader	By April 2026

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<u>NIF outcomes:</u> - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap - Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs	B3 Work with partners to evolve a revised family support offer and clear referral system, aligning the early intervention model from the Whole Family Wellbeing Fund (WFWF), the Family Link Workers as part of the Lomond View Academy offer and the reduced capacity of the Family Support service from within the Attainment Challenge.	- Referrals are being picked up and needs met through partnership planning, with waiting lists kept to a minimum. - There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff. - For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point. - Children and young people accessing the service will report improved wellbeing using a variety of measures. - Adults accessing the service will report an improved sense of agency using a variety of measures.	Bernardo's project manager for Inverclyde, AC project Lead, RFA service Manager Oversight from WFWF gov group	By June 2025 and then throughout 2025/26
	B4 Carry out a review of the Parental Engagement Strategy	Parental Engagement Strategy complete and approved by Education Committee	EO for Parental Engagement	by June 2026.

- **C: Improvement in mental health and well-being**

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Articles 3, 23, 28,
29, 39

Link to outcome 2 of the children's service plan

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
• All children and young people benefit from high quality learning experiences. • All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations. • All children and young people in Inverclyde experience a high-quality curriculum that meets their needs. • All children and young people feel safe and included in our schools and are achieving their potential.	C1 Continue to roll out the attendance strategy as outlined above in C1, ensuring all establishments have their own attendance policies in place during 2025/26 and maintain an ongoing focus on ensuring highly effective planning for pupils with less than 20% attendance.	• Evidence through ongoing tracking that the attendance strategy is being implemented with an impact on improving attendance outcomes in comparison to June 2025 • All establishments can evidence that they have reviewed and begun to implement their own attendance policies • Weekly tracking shows improved levels of attendance for all establishments in comparison to 24/25 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%) • All pupils with lower than 20% have a clear single and or multi agency plan in place – ASG to monitor pupils with less than 10% attendance.	Strategic Lead for Attendance (FW) Depute Principal Ed Psych (JJ) SAC project manager Attainment Advisor Strategic Lead for Attendance (FW) EO – Inclusion	By April 2026 By Dec 2026 By June 2026 By June 2026
NIF outcomes: • young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach	C2 Publish and implement the revised Inverclyde Anti-bullying policy in May 2025, and provide support and CLPL for establishments to implement and revise their own in line with it.	• All establishments can evidence that they have reviewed, consulted on and begun to implement their own anti bullying policies • CLPL offer in place, delivered and highly evaluated • Recording of bullying incidents are in line with the revised policies and showing a decrease over time	Principal Ed Psych and EO team	By June 2026 By June 2026
	C3 Review the Inverclyde Promoting Positive Relationships and in doing so support all establishments to review their Promoting Positive	• Revised version of the Promoting Positive Relationships policy is approved by Education Committee	Principal Ed Psych EO Inclusion	By Sept 2025

• inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all • highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs • improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all	Relationships policy in line with the Scottish Government action plan relating to behaviour.	• Related CLPL programme in place to support its role out to all establishments • Critical incident and H and S reporting has decreased in comparison to 2024/25 • All establishments review and revise their Promoting Positive Relationships in line with the authority version	EO – AM / EM	By Oct 2025 By June 2026 By June 2026
		• All Primary schools have access to new Inverclyde centred learning materials and an offer of CLPL to support effective engagement with the resources. • All Secondary establishments have engaged with the vaping roadshow to highlight the dangers of vaping.		By June 2026
		• Secondary schools can identify gaps in young people's Health and Wellbeing and the data (gathered bi-annually) will show an improvement in specific areas as a result of interventions guided by the initial data set		By June 2026
		• All secondary schools can evidence how they are addressing financial education within their curriculum offer • Feedback from pupils e.g. via Clyde Conversations, is positive in relation to experience of FE and impact		By June 2026

- **D: Skills and sustained positive school leaver destinations**

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
• Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures. • All children and young people benefit from high quality learning experiences. • All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations. • All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations. • All children and young people in Inverclyde experience a high-quality curriculum that meets their needs. • All children and young people feel safe and included in our schools and are achieving their potential.	D1 Continue to review and develop the post school offer in partnership with colleagues in the Environment and Regeneration team and wider partnership group.	• Evidence of an increase in targeted employment opportunities such as MA for school leavers co • There will be an increasingly broader range of post school options available to young people and these will be available • The percentage of school leavers entering positive destinations and sustaining these by the annual June update, will increase to be above the national average and we will see this also reflected in the Annual Participation Measure. • More young people will secure placements in local regeneration projects.	HOE and EO Interim Director Regen	By June 2026
	D2 Work alongside colleagues in HSCP to implement the ASN leavers guidance in full by June 2026	• Increased positive and sustained destination figures for young people with a recognised ASN • Evidence of support for transition planning for young people with ASN being implemented across all education establishments.	EO (GB) and EO (VS)	By June 2026
	D3 All establishments to continue to develop their journey on the SCQF ambassador programme.	• At least 10 young people achieving a Modern Apprenticeship via the Babcock Apprenticeship Programme in partnership with West College Scotland. • An increase in Work Experience participation across all secondary	EO (GB) and Headteachers	By June 2026

<u>NIF outcomes:</u> • a globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy • young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach • inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all • highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs				
	D4 Continue to develop opportunities for more work-based learning and qualifications leading to employment and continued business links and partnerships	• establishments with more young people gaining the Work Experience award • More young people will be involved in targeted programmes in construction and engineering delivered in partnership with the community benefits team. • At least 10 young people achieving a Modern Apprenticeship via the Babcock Apprenticeship Programme in partnership with West College Scotland. • An increase in Work Experience participation across all secondary establishments with more young people gaining the Work Experience award • More young people will be involved in targeted programmes in construction and engineering delivered in partnership with the community benefits team.	HOE and EO Interim Director Regen Senior Phase Curriculum Workstream	By June 2026

E: Getting it Right for Every Child

UNCRC
Articles 3, 23, 28,
29, 39

Link to outcome 1 of the children's service plan

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
- All children and young people benefit from high quality learning experiences. - All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations. - All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations. - All children and young people in Inverclyde experience a high-quality curriculum that meets their needs.	E1 Develop an ASN strategy to address provision needs from August 2026 onwards, including a focus on training needs for staff, support for families of pupils with ASN as well as ongoing review and development of holiday support and provision for pupils with ASN.	- Strategy is complete and agreed by Education Committee - Plan for provision for 2026/27 is clear and being implemented	HOE EO – Inclusion	By April 2026 By Sept 2025
	E2 Continue focus on early ASN screening for all pre-three year old and develop the early years ASN panel.	- Evidence that a clear process has been agreed for the screening of all pre-three year olds as part of the ASG / ASNMF process - Evidence that the earlier indication of pupils' needs is supporting better outcomes for pupils inc improved identification of need / provision	QIM EYs Interim EO EYs EO – Inclusion	By Sept 2025 By April 2026
	E3 Support the establishment of the secondary additional support needs provision at Clydeview Academy.	- Provision is ready to open with support plan in place - Ongoing tracking and monitoring of pupil progress is positive over 2025/26 inc successful transition from P7- S1 - C'view SQR 25/26 reflects a positive evaluation of the work of the new provision	HT Clydeview EO – Inclusion	By Aug 2025 Throughout 2024/25

Inverclyde Education Service Strategic Outcomes / NIF outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
- All children and young people feel safe and included in our schools and are achieving their potential. <u>NIF outcomes</u> - young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach - inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all	E4 Review Included Engaged and Involved 3, in relation to our existing Promoting Positive Relationships (PPR) policy including a focus on implementation of restraint reduction procedures.	- The authority PPR policy will reflect the requisite changes in relation to IEI3 - Relevant systems, and professionals will be reviewed in relation to IEI3 - Relevant CLPL re IEI3 will be delivered alongside the roll out of the PPR policy - Number of critical incidents will continue to reduce in comparison to 2024/25	EO – Inclusion and linked review group	By Oct / Nov 2025
	E5 Continue to support Equalities Co-ordinators to embed racial literacy and wider equalities outcomes. Support establishments to create and implement their own equalities policies.	- Evidence that majority establishments have reviewed or created their own equalities policies. - Ongoing evidence of accurate recording of equalities related data in racist incidents - Evidence that number of racist incidents is reducing in comparison to 2024/25	EO Equalities champions	By June 2026
	E6 Continue to support the Signs of Safety training roll out from the HSCP by committing to support Senior Leaders to engage in an initial training programme during 2025/26.	- All relevant senior leaders have had Signs of Safety training - There will be an increase in confidence levels of trained staff in using strengths-based practice. - Evidence of clearer risk assessments by Education staff when submitting RfA to SW, inc reduction of the number of RfAs that re not accepted.	All Senior leaders resp for Child Protection Virtual HT Education Officer – Inclusion	By April 2026

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

Outcomes for learners

Link to outcome 3 of the children’s service plan

UNCRC
Articles 3, 23, 28,
29, 39

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
- All children and young people benefit from high quality learning experiences. - All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations. - All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations. - All children and young people in Inverclyde experience a high-quality curriculum that meets their needs. - All children and young people feel safe and included in our schools and are achieving their potential.	F1 Utilise the CECYP data dashboard to support and enhance moderation and benchmarking as well as further support and challenge schools, as well as identify and sharing of good practice where attainment trends are positive.	- Schools can make data-driven decisions by engaging with the CECYP dashboard, ensuring consistency in assessment and supporting accurate benchmarking of attainment levels. - Successful strategies supporting improved outcomes for CECYP can be shared and implemented across other establishments leading to improved practice. - The Literacy Overall attainment of CECYP in P1/4/7 will increase by 4% - The Numeracy attainment of CECYP in P1/4/7 will increase by 4% - The attendance of CECYP overall will increase by 2%	VHT, AA Project lead	June 2026
	F2 Continue multi agency working to further enhance the strategic planning and implementation of the care experienced attainment fund.	- An education support worker focusing on transition will ensure transitions are well supported and successful for children and young people moving out with or into the authority. - Positive destinations for CECYP will continue to be improved on 2024/25. - There will be a decrease in the amount spent on external mental health providers. - Self-directed funding will continue to contribute to increased attainment and engagement for those who benefit from the fund.	VHT, AA Project lead	June 2026
NIF outcomes - young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach - inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future,	F3 Continue to develop multi-agency opportunities to improve outcomes for our care experienced learners, including identifying training needs and developing systems to support effective communication.	- Exclusions of CECYP will further reduce in comparison to 2024/25 - CECYP attendance will increase in comparison to 2024/25 - There will be an increase in attendance for those children and young people being supported through the new family support service - There will be a reduction in the number of RfA's being rejected from education establishments.	VHT, AA Project lead	June 2026

while celebrating and supporting progression for all

F4	Work with the strategic attendance lead to continue to analyse data and implement appropriate interventions to support positive attendance for care experienced learners, including the use of authority wide support.	• The average attendance figure for all categories of care experienced children and young people will continue to rise from this year's data. • There will be an increase in attainment and engagement for those children and young people accessing authority support for low attendance. • There will be an increase in the number of children and young people with low/non-attendance reintegrating with mainstream education.	Strategic lead for Attendance VHT, AA Project lead	June 2026
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Appendix 1: Glossary of terms

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

PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education
QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nations Convention on the Rights of the Child
VHT	Virtual head teacher