

Report To:	Education and Communities Committee	Date:	13 June 2017
Report By:	Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy	Report No:	EDUCOM/39/17/KB
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Subject:	Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2016/17		

1.0 PURPOSE

1.1 The purpose of this report is to update the Committee on the achievement of key objectives in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan (CDIP) 2016/19. Details are provided in the Appendices.

Appendix 1
Appendix 2

1.2 The report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services.

2.0 SUMMARY

2.1 The current status of the CDIP's improvement actions, together with the status at the last report, is:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
June 2017	1	0	4	21
January 2017	0	0	1	25.

3.0 RECOMMENDATIONS

3.1 It is recommended that Committee:

- a. notes the progress made during 2016/17 in delivering the year one improvement actions outlined in the Education, Communities and Organisational Development CDIP 2016/19; and
- b. agrees to consider the first progress report on the year two improvement actions at its second meeting following the Summer 2017 recess.

Grant McGovern
Head of Inclusive Education, Culture and Corporate Policy

4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of key objectives.
- 4.2 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes in the Single Outcome Agreement 2013/17 and the Council's Corporate Statement 2013/18, as well as the wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee in May 2016.
- 4.4 Progress regarding delivery of the CDIP is reported to every second meeting of the relevant Service Committee. These progress reports provide Members with a summary of progress with the CDIP's implementation and aim to give Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture, and Safer and Inclusive Communities Services. The CDIP's improvement actions that sit within the Corporate Policy and Organisational Development, Human Resources and Communications Services will be included in the Corporate Services Performance Report which will be submitted to the Policy and Resources Committee on 20 June 2017.
- 4.6 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:
blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

Min. Ref.
E&C
Ctee
3.5.16
Para 303

5.0 YEAR ONE IMPROVEMENT PLAN - PROGRESS 2016/17

- 5.1 This is the third progress report on delivery of the Education and Communities' improvement actions during 2016/17. The last progress report was approved by the Education and Communities Committee in January 2017. The current status of the improvement actions, together with the status at the last report, is:

Min Ref
E&C
Ctee
17.1.17
Para 53

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
June 2017	1	0	4	21
January 2017	0	0	1	25.

Appendix 1 details the present status of the improvement actions, together with commentaries from the appropriate Service.

5.2 Improvement actions with blue status - complete

During 2016/17, only one improvement action was delivered in its entirety:

National Strategy for Public Libraries

The action was for Inverclyde Libraries to implement the recommendations from the National Strategy, focusing on two strategic aims per year for the next three years. In 2016/17, Inverclyde Libraries promoted reading, literacy and learning and digital inclusion. To do this, Libraries worked with Education Services colleagues on the Attainment Challenge, supporting reading for pleasure in schools, and family learning events in the community. They also produced an accessibility policy to standardise the digital offer made by Scottish public libraries ensuring digital resources are available to all users.

5.3 The remainder of the CDIP's year one improvement actions have been refreshed and rolled forward into the Education, Communities and Organisational Development CDIP improvement plan for 2017/18.

5.4 Improvement actions with green status – on track

Progress with a number of improvement actions is on track; examples of which include:

Equality and diversity

Based on engagement with Services and communities, we aimed to ensure refreshed equality outcomes were in place by the end of April 2017. We also planned to prepare a report on progress on equality outcomes during 2016 and publish it in April 2017.

The Mainstreaming Report, Progress on Equality Outcomes and Equal Pay Report 2017 were all approved by the Policy and Resources Committee on 21 March 2017 and published on the Council's website on 24 March 2017.

Scottish Attainment Challenge (SAC)

We aim to identify strategies to work through the SAC and disseminate them across all schools. We also plan to have evidenced-based strategies to improve literacy and numeracy in place in schools.

We continue to make progress with the Attainment Challenge (AC) and have used the main drivers from the AC to support schools with the Pupil Equity Funding.

The Education (Scotland) Act 2016

The Council will be fully compliant with, or will have plans to be fully compliant with, all aspects of The Education (Scotland) Act 2016. There will be improved attainment for looked after and looked after and accommodated children.

Work continues to meet all aspects of the Bill, including reporting on the National Improvement Framework.

Schools on-line payments

We plan to have a cost effective and improved method for paying for school lunches and trips.

Building on the success of the pilot, plans are now being devised to roll on-line payments out across all schools in Inverclyde.

Trusted traders

We aim to ensure that consumers in Inverclyde can identify reputable and trustworthy traders in the area and that reputable traders can compete more effectively against rogue traders.

The Trusted Trader Scheme was approved by the Education and Communities Committee on 17 January 2017. Background work on a system, terms and conditions etc is mostly complete. The Scheme will be launched to traders in June 2017 with a view to publically launching the initiative in Autumn 2017.

Capital projects

The Education, Communities and Organisational Development Directorate works in partnership with the Environment, Regeneration and Resources Directorate as a client regarding capital projects

The Capital and Asset Management Sub-Group meets at regular intervals to monitor the capital projects and pro-actively manage the slippage position. A red-amber-green report is produced from those meetings and confirms the status of the projects and of the various Directorates' capital programmes in terms of the projected expenditure.

5.5 Improvement actions with amber status – slight slippage

There is slight slippage with four improvement actions, the details of which are:

CCTV

There is an issue with the design and build tender process. A further report will be submitted to the Education and Communities Committee by the end of Summer 2017. The new system needs to be installed by March 2018.

Volunteering Strategy and Action Plan

The Community Learning and Development service is reviewing the volunteering plan with partners. Development of a Volunteering Action Plan has been delayed due to staffing shortages.

Rankin Park Mountain Bike Hub

Meetings have been held with partners regarding the wider network. A feasibility study has been completed. We are currently exploring funding options. Club and curricular development has been held up by a critical operational issue in the team.

Tobacco control

Nicotine Vapour Product (NVP) sellers are currently subject to a six month registration period from April to October 2017. A pre-implementation survey across the West of Scotland revealed a low level of knowledge of legal requirements amongst sellers. This will be followed up by a post-implementation survey to measure any changes. Enforcement will commence from 1 October 2017. Until then, the new Trading Standards Enforcement Officer, funded by Scottish Government NVP money, will carry out advisory visits to NVP sellers and assist with other areas of Trading Standards enforcement including tobacco and other age-restricted sales.

6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

Financial implications - annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

6.2 Human Resources: There are no direct human resources implications arising from this report.

6.3 Legal: There are no direct legal implications arising from this report.

6.4 Equalities: There are no direct equalities implications arising from this report.

6.5 Repopulation: Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

7.0 CONSULTATION

7.1 Updates on progress with the CDIP's implementation have been provided by the lead officer of each improvement action.

8.0 BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development CDIP 2016/19.

9.0 CONCLUSION

9.1 The third progress report on year one improvement actions that sit within the Education, Inclusive Education and Culture, and Safer and Inclusive Communities Services sections of the Education, Communities and Organisational Development CDIP 2016/19 is presented for the Committee's consideration and approval with the recommendation that the first progress report on the CDIP's year two improvement actions is submitted to the second meeting of the Education and Communities Committee following the Summer 2017 recess.

Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2016/17

Corporate Improvement Actions 2016/17

These improvement actions have implications for the whole Council or more than one Directorate

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<p><u>Equality and diversity</u></p> <p>Refreshed equality outcomes, based on engagement with Services and communities, are in place by the end of April 2017</p> <p>A report on progress on equality outcomes is prepared over 2016 and published in April 2017</p> <p>Lesbian, gay, bisexual and transgender (LGBT) chartered status</p> <p>A communication strategy has been developed for LGBT young people and adults</p> <p>Families are supported to live in Inverclyde with particular support in place to help them to integrate into</p>	<p>The Corporate Equalities Officer, working with the Corporate Equalities Group, will engage regarding equality outcomes and draft a new set, as well as develop the report on progress</p> <p>A LGBT group for adults is set up and meets regularly to support the local LGBT population</p> <p>Produce information and guidance (within one year)</p> <p>Identify ways to celebrate diversity in Inverclyde. Foster good relations/understanding with communities and new migrants</p>	●	green – on track	<p>Following the public consultation exercise, no major amendments were required to the refreshed Equality Outcomes 2017/21. The Mainstreaming Report, Progress on Equality Outcomes and Equal Pay Report 2017 were all approved by the Policy and Resources Committee on 21 March 2017 and published on the Council's website on 24 March 2017. A briefing on the new Equality Outcomes will be arranged for new and returning Elected Members following the Local Government Elections on 4 May 2017.</p>	Respected Included

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	the local culture				<p>The Community Learning and Development (CLD) Team are supporting the LGBT Youth Group and support is also being provided to transitioning young people. Following a successful accessible toilet campaign, we now hope to have the Charter Mark in place by September 2017.</p> <p>A LGBT Group has been set up and has 15 members who attend 6-weekly meetings. The group is supported by CLD regarding their involvement with a number of agencies in Inverclyde.</p> <p>A number of events have been held to foster good relations/understanding with communities including Café Conversations and open/cultural days.</p>	
2.	<u>Engagement with young people/Youth Participation Strategy</u>	In partnership with Inverclyde's young people and community	●	green – on	The #ClydeConversations2 conference report was	Respected

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	<p><u>(YPS)</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision-making affecting their schools, services for them and communities</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>	<p>planning partners, progress the action points arising from the Health and Wellbeing Survey conducted in secondary schools in 2014 and at the #ClydeConversations follow-up event in March 2015</p> <p>YPS completed in partnership with young people</p> <p>Guidance given out to Council Directorates and partners</p> <p>Establishment of a Youth Cabinet with members of school councils, the youth council, the Scottish Youth Parliament, senior officers and Elected Members</p>		track	<p>approved by the Alliance Board on 20 March 2017.</p> <p>Individual actions identified during the conference will now be taken forward at school, community and partnership level. An example of a live piece of work is quality assurance of relationships, sexual health and parenting education and substance misuse education in our schools. The Alliance Board also agreed that the conference will become a regular event as part of the Council's wider Youth Participation Strategy.</p> <p>CLD supported the Youth Council to produce a young person-friendly version of the Youth Strategy. The Youth Council/Cabinet now plan to circulate the Strategy to young people and relevant agencies.</p>	

Cross-Directorate Improvement Actions 2016/17

These improvement actions are implemented by more than one Council Service

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<p><u>The Children and Young People (Scotland) Act 2014</u></p> <p>Safe, secure systems across agencies for information sharing and collation of information on one site</p> <p>Customer/public-facing information on the Named Person service and the Child's Plan</p> <p>Confident staff across agencies in implementing the GIRFEC pathway with clear guidance on how to do so</p> <p>Evidence of quality planning both at single agency level and interagency with signs of timely support being given to children and families to improve outcomes</p>	<p>Guidance will be written and training provided at single agency and multi-agency level covering, for example, using SEEMiS (education management software) for the wellbeing indicators, understanding the role of the Named Person and becoming confident in GIRFEC pathways</p> <p>An ICT solution will be ironed out to ensure secure information sharing</p>	●	green – on track	Work on developing and embedding practice in relation to Inverclyde's GIRFEC Pathway is continuing through a variety of methods including the Community of Practice group meetings, advice and support to Named Persons on both single agency and multi-agency wellbeing assessments and shared chronologies.	SOA 6 Safe Nurtured
2.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through</p>	Coaching, mentoring and increased parental involvement in children's education	●	green – on track	We continue to make progress with the Attainment Challenge (AC) and have used the main drivers from	SOA 6 Achieving Nurtured

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	<p>the SAC are disseminated across all schools</p> <p>Attainment gap linked to deprivation has decreased</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools</p> <p>Improvements in the 2015/16 baseline figures for literacy and numeracy of 1% annually</p> <p>Improvements in the 2015/16 baseline figures for attendance of 0.3% annually</p> <p>Primary 1 exclusions remain at zero per 1,000 pupils and reduce Primary 2 exclusions annually by 0.5%</p>	<p>Improvement plans developed by primary schools</p> <p>Develop an Authority-wide training strategy to further develop pedagogy and assessment</p> <p>Develop a literacy and numeracy strategy to raise attainment</p> <p>Implement new techniques in teaching numeracy and literacy</p>			<p>the AC to support schools with the Pupil Equity Funding.</p>	
3.	<p><u>Volunteering Strategy and Action Plan</u></p> <p>The quality of volunteering opportunities is increased</p> <p>The role and contribution volunteers</p>	<p>Carry out a refreshed survey of volunteering across the Directorate and Community Learning and Development partnership</p> <p>Partnership volunteer</p>	●	amber – slight slippage	<p>We are currently reviewing the Volunteering Action Plan with partners.</p> <p>Development of a Volunteering Action Plan has been delayed due to staffing</p>	<p>SOA 2 SOA 6</p> <p>Respected Responsible</p>

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	make to community planning, the achievement of key outcomes and the delivery of services is understood and quantified	development event held; the findings will inform a Volunteering Strategy for Inverclyde			shortages.	
4.	<p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p> <p>Work towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across Community Learning and Development</p>	Use of evidence-based approaches which lead to improved literacies capabilities with a developmental focus on parents/early years and the senior phase	●	green – on track	<p>Against the overarching outcomes in ALIS, there is improved access to literacies learning opportunities, high quality learning and teaching and improved evidence of impact.</p> <p>All actions are on track with an increased focus on parents/early years and the senior phase.</p>	SOA 6 Achieving Included
5.	<p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations proposed in the national policy document</p> <p>The Youth Employment Activity Plan (YEAP) is implemented and able to</p>	<p>Start the preparation for delivery of the recommendations from the national policy document</p> <p>Take forward the 2016/17 actions from the strategic plan for 2015/17</p>	●	green – on track	The Developing Young Workforce (DYW) agenda is on track, aligned to local and national priorities. Schools have a greater focus on curriculum flexibility, senior phase options, the focus on skills and progression pathways. College and DYW regional partnerships are strong. The focus on	SOA 3 SOA 6 Achieving Included

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	<p>evidence improved practice and outcomes for employability across providers and partnerships</p> <p>There is an increase in positive and sustained destinations for school leavers in Inverclyde</p>				Foundation Apprenticeships is underway.	
		Implement the YEAP	●	green – on track	The YEAP is being updated and refined on a continuous basis.	
6.	<p><u>My Government Scotland Cards</u></p> <p>Implement the new My Government Scotland cards</p> <p>All secondary school pupils have a National Entitlement Card with My Government Scotland and benefits such as cashless catering, library membership and leisure facility</p>	<p>Issuing cards to all secondary pupils especially S1's, recording the usage of the reward scheme and library memberships</p> <p>Information provided by the Improvement Service</p> <p>Communication between councils and SPT</p>	●	green – on track	All cards for disabled people and elderly people have been completed in partnership with the Improvement Service and SPT. The young persons' cards are ongoing.	SOA 6 Respected Responsible

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	<p>membership are part of the Reward Scheme</p> <p>Senior cards are automatically issued when the person turns 60 in partnership with the Improvement Service</p> <p>Communication strategy/awareness-raising between councils and Strathclyde Partnership for Transport (SPT) on the distribution of the cards</p>					

Service Improvement Actions 2016/17

These improvement actions are implemented by individual Council Services

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<p><u>The Education (Scotland) Act 2016</u></p> <p>The Council will be fully compliant with, or will have plans to be fully compliant with, all aspects of The Education (Scotland) Act 2016. There will be improved attainment for looked after and looked after and accommodated children.</p>	<p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Respond to consultations on guidance on various aspects of the Bill</p>	●	green – on track	Work continues to meet all aspects of the Bill, including reporting on the National Improvement Framework.	Achieving
2.	<p><u>Broad General Education (BGE)</u></p> <p>A system is in place to report on and monitor attainment in the BGE</p>	<p>The SEEMiS system is used to collate initial data</p> <p>National guidance will be used to ensure a shared understanding of what it is to achieve a level</p> <p>Progression frameworks for understanding standards will be developed at Council level</p> <p>Inverclyde will work with other local authorities including</p>	●	green – on track	We continue to work both locally, nationally and with other authorities, to moderate and share standards. Tracking systems are being developed with schools, taking into account the new national guidance. The tracking spreadsheet is now in place for the Attainment Challenge primary schools. Projected attainment data for the BGE was collected in February 2017 and SEEMiS	Achieving

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
		Renfrewshire and East Renfrewshire to moderate and share standards			(the education management information system) will be used to submit achievement of a level. We are aware that SEEMiS may change its method for the collection of data and will advise schools accordingly.	
3.	<p><u>Implementation of <i>How good is our school</i> (HGIOS) 4?</u></p> <p>All schools self-evaluate and framework improvement plans are in place against the quality indicators identified in HGIOS 4?</p>	<p>Individual quality indicators are matched to all training sessions</p> <p>School improvement planning and self-evaluation documents are reviewed to take into account the new documentation and quality indicators</p>	●	green – on track	A working group was set up with heads of establishments to develop a new format for school standards and quality reports and improvement plans, taking into account national guidance. In June 2017, establishments will use the new format for the first time. The plan makes clear links to HGIOS 4?, How good is our early learning centre? and the National Improvement Framework.	Achieving
4.	<p><u>1+2 Modern Languages</u></p> <p>All pupils should be taught a second language from P1 and a third language from P5</p>	2016/17: L3 resource offered to all pilot clusters to implement L3 P5-7 with support from cluster secondary schools	●	green – on track	Two secondary schools are working with primary clusters on transition; one with STEM Learning plus French on the subject of bridges and one on	Achieving

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
					<p>a twinning project with Nice, France, studying eco systems within a staff/pupil exchange.</p> <p>The general picture shows improvement in the update of modern foreign languages with better gender balance and improved attitudes.</p>	
5.	<p><u>Schools on-line payments</u></p> <p>A cost effective and improved method for paying for school lunches and trips is in place</p>	<p>Identify a preferred supplier for an on-line payment system and undertake a pilot during the 2016/17 academic year</p>	●	green – on track	<p>Building on the success of the pilot, plans are now being devised to roll on-line payments out across all schools in Inverclyde.</p>	Included
6.	<p><u>Early learning and childcare entitlement</u></p> <p>By 2020, the Council will be offering the entitlement of 1,140 hours of early learning and childcare</p>	<p>Establish a working group to take forward the Government requirement to provide 1,140 hours of childcare</p> <p>Undertake an evaluation of provision that parents/carers would require</p> <p>Communicate with partners and parents on the timescale of implementation</p>	●	green – on track	<p>The Scottish Government (SG) has produced guidance on the delivery of the expansion. A detailed plan on how the expansion will be delivered in Inverclyde requires to be submitted to the SG by September 2017.</p> <p>The strategic delivery group and three sub-groups (infrastructure, workforce and</p>	Nurtured

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
					<p>quality) continue to meet regularly to plan for the expansion.</p> <p>The Council has received capital and revenue funding for 2017/18 from the SG to progress work in this area. From August 2017, some children/families in SIMD 1 and 2 will benefit from extended hours.</p> <p>Consultation has taken place with providers and plans are in place for consultation with parents/carers.</p>	

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<p><u>Additional support needs (ASN)</u></p> <p>A well-developed inclusive support service which will be effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people</p>	<p>A review will be undertaken by a Review Reference Group and sub-groups and concluded by a seconded Head Teacher</p> <p>Implementation of the review recommendations</p>	●	green – on track	<p>The implementation of recommendations for consolidation of ASN support staff grades have been delayed due to concerns around redeployment and single status.</p> <p>Opportunities to support staff capacity to develop strategies and methodologies to improve the outcomes for ASN pupils are being delivered through implementation of a Barrier to Learning Officer post via support from Attainment Challenge funding.</p> <p>Inverclyde's GIRFEC Pathways Model is now fully embedded across schools, the HSCP and 3rd sector partner organisations that support young people with barriers to their learning.</p>	<p>SOA 6</p> <p>Achieving Nurtured Included</p>

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
					A timetable for moderation, professional discussion and quality assurance of Wellbeing Assessments, Child's Plans and individual Education Action Plans has been established and implemented.	
2.	<p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde libraries will implement the recommendations from the National Strategy, focusing on 2 strategic aims per year for the next 3 years</p> <p>In 2016/17, Inverclyde Libraries will promote reading, literacy and learning</p> <p>Promote digital inclusion</p>	<p>Work with Education colleagues on the Attainment Challenge, supporting reading for pleasure in schools and at family learning events in the community</p> <p>Produce an accessibility policy to standardise the digital offer made by Scottish public libraries, ensuring digital resources are available to all users</p>	●	blue – complete	This improvement action has been fully delivered.	<p>SOA 2 SOA 3 SOA 4 SOA 6 SOA 7 SOA 8</p> <p>All Wellbeing Outcomes</p>

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<u>Rankin Park Mountain Bike Hub</u> Year 1: a programme of curricular and extra-curricular activity for primary and secondary schools on the site	School sports development staff undergoing training by Scottish Cycling to allow them to coach mountain bike skills. Programme to be set up with interested staff.	●	amber – slight slippage	Meetings have been held with partners regarding the wider network. A feasibility study has been completed. We are currently exploring funding options. Club and curricular development has been delayed by a critical operational issue in the team.	Healthy Active
2.	<u>CCTV</u> Modernised CCTV connected to the Council SWAN and or wireless system, with re-deployable options	By carrying out market testing Provide options The Council agreeing and implementing one of the options	●	amber – slight slippage	There is an issue with the design and build tender process. A further report will be submitted to the Education and Communities Committee by the end of Summer 2017. The new system needs to be installed by March 2018.	SOA 2 SOA 8 Safe Respected Responsible
3.	<u>Home energy efficiency scheme</u> Funding for 2016/17 to be confirmed from the Scottish Government Continue collaborative programmes	Promote grant availability and improve energy efficiency to owners Continue to target <i>difficult to treat</i> houses for investment in	●	green – on track	Funding for 2017/18 of £1,225,259 has been confirmed from the Scottish Government. We will continue working on collaborative programmes to	SOA 2 SOA 4 SOA 7 Safe Healthy

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	The Scottish Government will introduce <i>Scottish Energy Efficient Programmes</i> (SEEPS) to include commercial properties in collaborative programmes	collaboration with registered social landlords Consider a pilot programme for SEEPS funding			increase the number of properties that are energy efficient. No successful SEEPS programmes have been identified.	Responsible
4.	<u>Tobacco control</u> Nicotine Vapour Products (NVPs) are controlled in accordance with new legislation, particularly regarding underage sales	Education and enforcement regarding the new rules relating to NVPs rolled out to all businesses in Inverclyde during 2016	●	amber – slight slippage	NVP sellers are currently subject to a six month registration period from April to October 2017. A pre-implementation survey across the West of Scotland revealed a low level of knowledge of legal requirements amongst sellers. The exercise will be followed up by a post-implementation survey to measure any changes. Enforcement will commence from 1 October 2017. Until then, the new Trading Standards Enforcement Officer, funded by Scottish Government NVP money, will carry out advisory visits to NVP sellers and assist	Healthy

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
					with other areas of Trading Standards enforcement including tobacco and other age-restricted sales.	
5.	<p><u>Trusted traders</u></p> <p>Consumers in Inverclyde can identify reputable and trustworthy traders in the area. Reputable traders can compete more effectively against rogue traders.</p>	<p>Implementation of a Trusted Trader/Buy with Confidence Scheme in Inverclyde</p>	●	green – on track	<p>The Trusted Trader Scheme was approved by the Education and Communities Committee on 17 January 2017. Background work on a system, terms and conditions etc is mostly complete. The Scheme will be launched to traders in June 2017 with a view to publically launching the initiative in Autumn 2017.</p>	<p>SOA 2 SOA 8</p> <p>Respected Responsible</p>
6.	<p><u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u></p> <p>Increased numbers of young people are gaining qualifications</p> <p>A broader range of qualifications is offered to better meet the needs of individuals</p>	<p>All CLD staff are trained in assessor/verifier qualifications</p> <p>An increased range of qualifications is offered</p>	●	green – on track	<p>There is ongoing work across CLD services to achieve additional qualifications for adults and young people.</p>	<p>Achieving</p>

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
7.	<p><u>Youth work</u></p> <p>All young people in school and community-based settings are effectively supported to develop the confidence and skills they need to stay safe and thrive in the face of any new challenges they face</p> <p>Increased engagement with young people in their own settings including street-based programmes around community safety and health</p>	<p>Work with school colleagues to increase the number and effectiveness of school-based inputs around staying safe in response to new challenges facing young people, particularly targeting S1-3 pupils</p> <p>More direct engagement on the street with the <i>Word on the Street</i> project</p>	●	green – on track	<p>We are working with schools around the safety messages.</p> <p>CLD are delivering a number of programmes with S1-3, supporting them to gain accreditation and demonstrate improved confidence and improve attainment.</p>	<p>SOA 6</p> <p>Healthy Achieving Respected Responsible</p>
8.	<p><u>Adult learning pathways</u></p> <p>All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning</p>	<p>Map all adult learning provision; a process is developed and agreed with providers receiving public funding to support continued engagement</p>	●	green – on track	<p>To increase employability, improved financial inclusion pathways are in place.</p>	<p>SOA 3 SOA 4 SOA 6</p> <p>Achieving</p>

Capital Projects Improvement Actions 2016/17

These improvement actions relate to capital projects which the Education, Communities and Organisational Development Directorate leads on. The Directorate acts largely as a client of the Environment, Regeneration and Resources Directorate for the delivery of capital projects including the School Estate Management Plan; Inverclyde Association for Mental Health Broomhill Horticultural Centre; Mearns Centre development; the Watt Complex Refurbishment (McLean Museum and Watt Library); pitch improvements at Birkmyre; and the Housing Scheme of Assistance.

The following projects are now complete: Inverkipp Community Centre; multi-use games areas; the Rankin Park Mountain Bike Hub; and community facilities at Woodhall.

Capital Projects						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
1.	<p><u>Capital projects</u></p> <p>The Directorate works in partnership with the Environment, Regeneration and Resources (ERR) Directorate as a client regarding capital projects</p>	<p>Continue to work with the ERR Directorate to ensure timescales are met, slippage is kept to a minimum and plans are in place for moving in and out of buildings, when required</p>	●	green – on track	<p>The Capital and Asset Management Sub-Group meets at regular intervals to monitor the capital projects and pro-actively manage the slippage position. A red-amber-green (RAG) report is produced from those meetings and confirms the status of the projects and of the various Directorates' capital programmes in terms of the projected expenditure.</p>	Safe Responsible

31 May 2017

Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2016/17

Performance Indicators

The Council's key performance indicators help demonstrate performance in terms of strategic and operational objectives. These indicators include statutory performance indicators and local performance indicators.

Full year figures for 2015/16 and 2016/17 are shown below, together with the 2016/17 targets:

Key performance measure	Performance 2015/16	Target 2016/17	Performance 2016/17	Commentary 2016/17
Inclusive Education and Culture				
Libraries: number of actual and virtual visits	419,720	423,000	418,079	There was a small decrease in visitor figures because the Watt Library was closed for 19 weeks during 2016/17 for emergency works/refurbishment. We also saw a fall in the number of users of the libraries' e-Book service, reflecting a national trend.
McLean Museum: number of visits to/usages of the Museum	78,506	70,000	70,256	There was a small decrease in visitor figures because the Museum was closed for 14 weeks during 2016/17 for emergency works/refurbishment.

Key performance measure	Performance 2015/16	Target 2016/17	Performance 2016/17	Commentary 2016/17
Safer and Inclusive Communities				
Adult learners:				The targets were exceeded.
<ul style="list-style-type: none"> the number achieving core skills qualifications 	229	206	250	
<ul style="list-style-type: none"> the number improving their literacies 	519	590	601	
Literacy and numeracy:				We have trained almost all tutors to the highest level we can, appropriate to their roles. The need and numbers are diminishing for this type of training and, in future, qualifications would only relate to new staff.
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10) 	26	20	10	
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training) 	68	32	66	The target was exceeded.
Education				
Attainment – S5:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August

Key performance measure	Performance 2015/16	Target 2016/17	Performance 2016/17	Commentary 2016/17
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 6 by the end of S5 	58.3%	48%	2017.	
<ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 	30.5%	26%		
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S5 	13%	12%		
Attainment – S6: <ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 	42.8%	39%	Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.	
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 	28.9%	27%		
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 7 by the end of S6 	18.1%	19%		
Attainment – looked after children: <ul style="list-style-type: none"> % who achieved at least one qualification at SCQF Level 3 or better in the current diet of 	93%	98%	Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.	

Key performance measure	Performance 2015/16	Target 2016/17	Performance 2016/17	Commentary 2016/17
examinations				
<ul style="list-style-type: none"> % who achieved SCQF Level 3 or better in English or mathematics by the end of S4 	79.1%	84.1%		
% Attendance rates:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> primary schools 	94.8%	95%		
<ul style="list-style-type: none"> secondary schools 	91%	92%		
<ul style="list-style-type: none"> additional support needs schools 	91%	93%		
Exclusions from school per 1,000 pupils:				It would not be appropriate to set targets for the indicators which measure exclusions from school. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> primary 	1.3			
<ul style="list-style-type: none"> secondary 	19.1			
<ul style="list-style-type: none"> additional support needs 	12.5			
<ul style="list-style-type: none"> looked after children – primary 	34.9			
<ul style="list-style-type: none"> looked after children – secondary 	247.2			
<ul style="list-style-type: none"> looked after children – additional support needs 	66.7			

31 May 2017