

Report To:	Education and Communities Committee	Date:	5 September 2017
Report By:	Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy	Report No:	EDUCOM/56/17/KM
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Subject:	Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report		

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

Appendix 1
Appendix 2

2.0 SUMMARY

- 2.1 The Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) 2016/19 was approved by the Education and Communities Committee in May 2016.
- 2.2 The CDIP is subject to an annual review and a refreshed Plan was presented to this Committee on 13 June 2017. This is the first progress report on the new Improvement Plan. Full details of progress are provided in Appendix 1. Further progress reports will be submitted to every second meeting of this Committee.
- 2.3 The current status of the CDIP's improvement actions is:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
September 2017	0	0	3	23

3.0 RECOMMENDATIONS

- 3.1 It is recommended that Committee:
 - a. Notes the progress made in delivering the year two improvement actions outlined in the Education, Communities and Organisational Development CDIP 2016/19; and

b. Agrees to consider a second progress report at its meeting on 23 January 2018.

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. A review of the Plan was carried out at the end of 2016/17 and a refreshed Plan was approved by this Committee on 13 June 2017.
- 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 the 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 19 September.
- 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.

5.0 YEAR TWO IMPROVEMENT PLAN - PROGRESS 2017/18

- 5.1 This is the first progress report on the refreshed ECOD CDIP covering the period 2017/18. The current status of the improvement actions is:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
September 2017	0	0	3	23

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

5.2 Improvement actions with green status – on track

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

Developing Inverclyde's Young Workforce

The Developing Young Workforce agenda is on track with noticeable progression around both STEM activity and the Skills agenda. A proactive approach to skills development is underway in summer 2017 with all establishments (3 – 18 years). The Steering/Strategy Group continues to meet along with regular meetings with the regional group. A school implementation group will be formed before the year end.

Engagement with young people / Youth Participation Strategy

Our Youth Council continues to work with local young people to give them a voice on how local services are delivered. CLD recently worked with the Scottish Youth Parliament to elect two new MSYPs who attended their first sitting of the Parliament in June 2017.

The Clyde Conversations programme will be highlighted as a piece of good practice at the Scottish Learning Festival in Glasgow in September 2017.

The Education (Scotland) Act 2016

All aspects of the work for this are on track. The Governance Review may result in amendments to this Bill and we are awaiting the outcome of this. The national GIRFEC guidance on sharing information is also currently awaited.

Schools on-line payments

The online payment system is now being rolled out to all schools following the completion of the initial pilot.

Early Learning and Childcare entitlement

A local delivery plan will be submitted to the Scottish Government by 29 September 2017. An online consultation with parents and carers is currently underway. Regular updates on developments are circulated to all stakeholders.

Home Energy Efficiency Scheme

2017/18 funding of £1,225,259 has been confirmed by the Scottish Government. The service is continuing to work on a collaborative programme to increase the number of properties which are energy efficient.

5.3 Improvement actions with amber status – slight slippage

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

Volunteering Strategy and Action Plan

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

Trusted Traders

The Trusted Trader Scheme was approved by the Education and Communities Committee on 17 January 2017. The background work on a system, terms and conditions etc. is now

mostly complete. The Scheme will be launched to traders in autumn 2017 with a view to launching to the public in early 2018.

Rankin Park Mountain Bike Hub

Funds have been sourced in partnership with Clydemuirshiel Park and a local cycling club, Ride 63 to provide cycle path network upgrades in the Greenock Cut. The service is currently trying to source a UKCC MTB qualified instructor to facilitate school curricular and extra- curricular mountain biking for the upcoming school year as the existing instructor with Castle Semple is progressing to university. Some trail maintenance has been carried out on Rankin Park with a fuller programme due this quarter. In addition replacement signage will be designed and fitted.

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 This is the first progress report on the year two 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. It is presented for the Committee's consideration and approval with the recommendation that further progress reports are submitted to every second meeting of this Committee.

Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2017/18

Corporate Improvement Actions

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 September 2017	Commentary September 2017	SOA and Wellbeing Outcome
1.	<p><u>Equality and diversity</u></p> <p>New Corporate Equality Group Action Plan to be developed.</p> <p>LGBT Chartered Status</p> <p>Communication strategy 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 the local culture.</p>	<p>Corporate Policy Officer responsible for Equalities will work with CEG to develop plan</p> <p>A LGBT group for adults is set up and meeting regularly to support 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>	<p>●</p> <p>green – on track</p>	<p>A Corporate Equalities Improvement Plan 2017/20 has been developed. Guidance on working with non-binary and transgender pupils has been produced and will be available to schools; the document can also be tweaked for interaction with adults. A LGBT group for adults has been set up and meets weekly. A civic reception was held on 30 August 2017 to officially welcome Syrian refugees to the area and fulfil their requests to pass on their thanks to the Council for supporting their resettlement. A Syrian/Afghan/Scottish Bazaar took place on 21 June 2017; the event was supported by the Council and advertised on the Council's intranet.</p>	<p>Respected Included</p>

Corporate Improvement Actions 2016/17

	Where do we want to be?	How will we get there?	Status September 2017	Commentary September 2017	SOA and Wellbeing Outcome
2.	<p><u>Engagement with young people/Youth Participation Strategy (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 young people and communities</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the Health and Well Being Survey conducted in secondary schools in 2014 and at the #Clyde Conversations follow-up events in March 2015 and February 2017</p> <p>Youth Participation Strategy completed in partnership with young people</p> <p>Guidance given out to Council Directorates & Partners</p> <p>Establishment of a Youth Cabinet with members of school councils, youth council including representatives from existing youth groups – LAC, Autism, LGBTi, SYP, senior officers and councillors.</p>	<p>● green – on track</p>	<p>Young people continue to become active citizens through being actively involved in CLD provision. We continue to support strong youth-led steering groups in both our I Youth Zones in Greenock and Port Glasgow.</p> <p>Our Youth Council continues to work with local young people to give them a voice on how local services are delivered. CLD recently worked with the Scottish Youth Parliament to elect two new MSYPs who attended their first sitting of the Parliament in June 2017.</p> <p>The Clyde Conversations programme will be highlighted as a piece of good practice at the Scottish Learning Festival in Glasgow in September 2017.</p>	<p>Respected</p>

Cross-Directorate Improvement Actions 2017/18

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>Implementation of the Children and Young People (Scotland) Act 2014</u></p> <p>Single and multi-agency workforce confidence in development of children's plans will continue to improve and develop.</p> <p>Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes.</p> <p>Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families.</p> <p>The current information sharing protocols will be updated over time to ensure that they fit the requirements of the Children and</p>	<p>Continue to deliver single and multi-agency follow-up GIRFEC training as appropriate.</p> <p>Processes for quality assurance and moderation of single and multi-agency children's plans will be developed and implemented.</p> <p>ICT solution to secure information-sharing across agencies achieved through use of corporate email from May 2017. Inverclyde has signed up to upgraded security protocols.</p>	●	green – on track	<p>The development and implementation of Inverclyde's GIRFEC Pathway across Education and HSCP staff has been successfully supported through single and multi-agency training, allowing a commonality of language and staff working confidently in partnership when planning for vulnerable children. Inverclyde's GIRFEC policy and procedures are available on the Council's website.</p> <p>Changes to Scottish Government legislation to address remaining concerns around information sharing across support agencies continue to be developed with illustrative guidelines published July 2017. Implementation of GIRFEC</p>	<p>SOA 6</p> <p>Safe Nurtured</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
	Young People (Information Sharing) (Scotland) Bill when it fully becomes legislation				Pathways model and multi-agency training provision was identified as an area of strength in the recent Integrated Children's Services Inspection. The Single Child's Plan format has been successfully implemented across integrated Children's Services.	
2.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the Scottish Attainment Challenge are disseminated across all schools</p> <p>Attainment gap linked to deprivation has decreased.</p>	<p>Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure an impact on attainment.</p> <p>Close our attainment gap linked to deprivation through targeted use of Attainment Challenge Funding and Pupil Equity Funding</p> <p>Continue to roll out professional learning which</p>	●	green – on track	Excellent progress is being made with this. The Attendance Policy will be revisited over the year as practitioners had questions on its use.	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>Improvements in the performance for literacy and numeracy</p> <p>Improvements being made in attendance, with most improvements in SIMD areas 1-3</p> <p>Continue to reduce exclusions</p>	<p>impacts upon play room/class room practice through revised learning</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools</p> <p>Work with schools and partner agencies, including the third sector, to ensure that children and young people are supported to attend school.</p> <p>Implement and evaluate the new attendance policy Through the continued implementation and evaluation of policies such as GIRFEC and the Better Relationships Better Behaviour Policy we will maintain our high performance against national comparators and continue to reduce exclusions.</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
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 make to community planning, the achievement of key outcomes and the delivery of services is understood and quantified</p>	<p>Carry out a refreshed survey of volunteering across the Directorate and Community Learning and Development partnership</p> <p>Partnership volunteer development event held; the findings will inform a Volunteering Strategy for Inverclyde</p>	●	amber – slight slippa ge	<p>The Volunteering Action Plan is currently being reviewed with partners.</p> <p>The development of a Volunteering Action Plan has been delayed due to staffing shortages.</p>	<p>SOA 2 SOA 6</p> <p>Respected Responsible</p>
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>	<p>Use of evidence-based approaches which lead to improved literacies capabilities with a developmental focus on parents/early years and the senior phase</p>	●	green – on track		<p>SOA 6</p> <p>Achieving Included</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
5.	<p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document</p> <p>The Youth Employment Activity Plan is implemented and able to 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>	Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.	●	green – on track	<p>The Developing Young Workforce agenda is on track with noticeable progression around both STEM activity and the Skills agenda. A proactive approach to skills development is underway in summer 2017 with all establishments (3 – 18 years).</p> <p>The Steering/Strategy Group continues to meet along with regular meetings with the regional group.</p> <p>A school implementation group will be formed before the year end.</p>	<p>SOA 3 SOA 6</p> <p>Achieving Included</p>
		Implement the YEAP.	●	green – on track	<p>The YEAP is on track and we are continuing to ensure that this is updated on a rolling basis and reported back to Skills Development Scotland and the Scottish Government on a quarterly basis. We are also raising this resource locally across</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
					organisations, groups and aspects of the Inverclyde Alliance, as appropriate.	
6.	<p><u>Large scale, informal youth gatherings</u></p> <p>Clear processes, roles and responsibilities in place across partner organisations including the Council, Police and Fire and Rescue.</p>	<p>Multi-agency Tasking & Co-ordinating (MATAC) partners identified and meetings held.</p> <p>Cross-organisation MATAC action plan developed for 1st Quarter 2017/18.</p> <p>Action plan operating on a rolling review.</p> <p>The CSP Co-ordinating Group meet 8 weekly to oversee progress of CSP & MATAC action plans.</p> <p>Upskill parents and young people of the potential risks and dangers involved by delivering a range of educational inputs.</p>	●	green – on track	A multi-agency tasking & co-ordinating group has been established to help address problem issues as a result of these large youth gatherings. Action plan has been devised and implemented for the summer. The plan will be reviewed in the autumn.	SOA 6 Safe Responsible

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 Authority will be fully compliant with or will have plans to be fully compliant with all aspects of the Education Scotland Act 2016.</p> <p>There will be improved attainment for Looked After and Looked After and Accommodated Children with particular focus on children Looked After at Home.</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>Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation</p> <p>Continue to take forward and implement the National Improvement Framework</p>	●	green – on track	<p>On track for all aspects.</p> <p>The governance review may put amendments into this Bill and we are awaiting the outcome of this. Also awaiting the national GIRFEC guidance on sharing information.</p>	Achieving
2.	<p><u>Broad General Education (BGE)</u></p> <p>A system is in place to be able to report on and monitor attainment in the BGE which will include facility to track and monitor pupils with barriers to their learning with particular emphasis on LAC At Home.</p>	<p>Develop robust systems to track children's progress</p> <p>National guidance will be used to ensure a shared understanding of what it is to achieve a level</p>	●	green – on track	<p>A significant amount of work has been undertaken on this and groups have been established set up to implement.</p>	Achieving

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	System is in place to moderate teacher judgements – increase the reliability of teacher judgements in the BGE assessment	<p>All schools will use moderated assessment information to track and monitor the progress of every pupil</p> <p>Establish a consistent, authority-wide data set that can be used across all schools (this data set will be linked to SIMD levels to highlight any gaps linked to deprivation)</p> <p>Continue to strengthen joint working with other authorities such as the West Partnership</p> <p>Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle</p> <p>Progression frameworks for understanding standards will be developed at Council level</p>				

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
		<p>Ensure that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase</p> <p>Continue to develop the senior phase through enhanced pupil choice</p>				
3.	<p><u>1+2 Modern Languages Strategy</u></p> <p>All pupils should be taught a second language from P1 and a third language from P5.</p>	<p>All schools continue to embed L2</p> <p>Pilot clusters and some other primaries continue to work informally on L3, with a greater emphasis on L3 to begin towards 2018</p>	●	green – on track	Following the retirement of the 1+2 Development Officer a new officer has been appointed for 2 days a week to take this work forward.	Achieving
4.	<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>	Building on the success of the pilot, roll out the on-line payment system to all schools in Inverclyde	●	green – on track	Online payments now being rolled out to all schools after initial pilot	Included
5.	<p><u>Early learning and childcare entitlement</u></p>	Establish a working group to take forward the government requirement to provide 1,140	●	green - on track	A local delivery plan will be submitted to the Scottish Government by	Nurtured

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
	By 2020, the Council will be offering the entitlement of 1,140 hours of early learning and childcare	<p>hours of childcare.</p> <p>Undertake an evaluation of provision what parents/carers would require.</p> <p>Communicate with partners and parents as to the timescale of implementation.</p>			29 September 2017. An on-line consultation with parents/carers is currently underway. Regular updates on developments are circulated to all stakeholders.	
6.	<p><u>Leadership in educational establishments</u></p> <p>Enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.</p>	<p>Implement and evaluate the leadership strategy.</p> <p>Continue to develop a structured programme to support teachers who are actively seeking promotion.</p> <p>Implement the findings of the Scottish Social Services Council Enabling Leadership Capacity for the early years sector.</p>	●	green - on track	Work has begun on this. The QIO with responsibility for leadership is retiring but we anticipate that this will not provide any slippage.	
7.	<p><u>Local Negotiating Committee for Teachers (LNCT)</u></p> <p>Better support for staff that are experiencing work-related stress</p>	As part of the ongoing work of the LNCT, continue to monitor unnecessary bureaucracy and workload for teachers and put in place effective arrangements for	●	green - on track	Initial work has begun on this and a working group has been formed. this work will dovetail with the revised absence management	

Education						
	Where do we want to be?	How will we get there?	Status June 2017		Commentary June 2017	SOA and Wellbeing Outcome
		those at risk of work related stress.			policy.	

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>Continue to monitor and improve attendance and reduce exclusions across schools and establishments, particularly linked to deprivation, looked after children (LAC) and those with barriers to learning</p> <p>Improve the educational performance of our looked after pupils and increase the number of looked after pupils entering a positive destination upon leaving school</p> <p>As part of Inverclyde's Autism Strategy, develop Autism Friendly Schools.</p>	●	green – on track	<p>The Strategic Leadership Development Group has been restructured as a multi-agency working group, 'Improving outcomes for Looked After Children'. One of the main outcomes from that group was the implementation of an annual one day conference to support all schools and Early Years establishments to incorporate improved outcomes into establishment improvement plans. The conference was attended by HSCP and 3rd sector organisations.</p> <p>This action is directly linked to outcomes in Inverclyde's recently published Corporate Parenting Plan with</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
					<p>priorities for all looked after children, but a particular emphasis on those looked after at home.</p> <p>An updated Senior Phase Transitions Policy and Practice guidelines was issued to schools in August 2017 which will target improved destinations for LAC and vulnerable young people.</p> <p>Self-evaluation processes now include termly interrogation of data from schools on attainment, attendance and exclusions for LAC and ASN children and young people. Further, with the online Wellbeing Assessment format through the SEEMIS application now live this will allow</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
					quality assurance and moderation of inter-agency Child's Plans for LAC and children on the Child Protection Register.	
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 two strategic aims per year for the next 3 years.</p> <p>In 2017-8 Inverclyde Libraries will:</p> <p>Promote economic wellbeing.</p> <p>Promote social wellbeing.</p>	<p>The Strategy recommends libraries to promote activities to improve STEM skills. Inverclyde Libraries will support staff participation in coding club training and will set up library coding clubs for young people aged 8-12.</p> <p>Inverclyde Libraries will work to develop our branches to be autism-friendly libraries.</p>	●	green – on track		<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.	<p><u>Rankin Park Mountain Bike Hub</u></p> <p>Year 2 – Development and support of a club based around Rankin Park.</p> <p>Year 3 - Development of a wider network of trails across Clyde Muirshiel Regional Park.</p>	<p>Qualified Active Schools Co-ordinator will work in partnership with instructors from Clydemuirshiel to deliver the programme.</p>	<p>●</p> <p>amber – slight slippage</p>	<p>Funds have been sourced in partnership with Clydemuirshiel Park and local cycling club Ride 63 to provide cycle path network upgrades in Greenock Cut. Currently, the service is trying to source a UKCC MTB qualified instructor to facilitate school curricular and extra- curricular mountain biking for the upcoming school year. The existing instructor with Castle Semple is progressing to university. Some trail maintenance has been carried out on Rankin Park with a fuller programme due this quarter. In addition replacement signage will be designed and fitted. Club and curricular development is still affected by a critical operation issue in the</p>	<p>Healthy Active</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
					team.	
2.	<p><u>Home energy efficiency scheme</u></p> <p>Continue collaborative programmes.</p> <p>Scottish Government introducing “Scottish Energy Efficient Programmes” SEEPS to include commercial properties in collaborative programmes</p>	<p>We will continue working on collaborative programmes to increase the number of properties that are energy efficient.</p> <p>Promote grant availability and improved energy efficiency to owners</p> <p>Continue to target ‘difficult to treat’ houses for investment in collaboration with RSLs.</p> <p>Considering pilot programme for SEEPS funding.</p>	●	green – on track	<p>Funding for 2017/18 of £1,225,259 has been confirmed from the Scottish Government. We will continue working on collaborative programmes to increase the number of properties which are energy efficient. No successful SEEPS programmes have been identified.</p>	<p>SOA 2 SOA 4 SOA 7</p> <p>Safe Healthy Responsible</p>
3.	<p><u>Tobacco control</u></p> <p>NVPs are controlled in accordance with new legislation, particularly with regard to under-age sales of these products.</p>	<p>Education and enforcement regarding the new rules relating to NVPs rolled out to all businesses in Inverclyde during 2017.</p>	●	green – on track	<p>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</p>	<p>Healthy</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
					<p>be followed up by a post-implementation survey to measure any changes. Enforcement will commence from 1 October 2017. The Trading Standards Enforcement Officer, funded by Scottish Government NVP money, has carried out advisory visits to NVP sellers and is assisting with other areas of Trading Standards enforcement including tobacco and other age-restricted sales.</p>	
4.	<p><u>Trusted traders</u></p> <p>The Trusted Trader Scheme is a local business partnership administered by Trading Standards which aims to Increase consumer confidence; Promote good practice within local businesses; Help to protect people from Doorstep crime.</p>	<p>Implementation of Inverclyde Council Trusted Trader scheme by Autumn 2017.</p>	●	<p>amber – slight slippage</p>	<p>The Trusted Trader Scheme was approved by the Education and Communities Committee on 17 January 2017.</p> <p>Background work on a system, terms and conditions etc. is mostly complete. The Scheme will be launched to traders in autumn 2017 with a view</p>	<p>SOA 2 SOA 8</p> <p>Respected Responsible</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
					to launching to the public in early 2018.	
5.	<p><u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u></p> <p>Increased numbers of young people gaining qualifications.</p> <p>A broader range of qualifications offered to better meet the needs of individuals.</p>	<p>All CLD staff are trained in Assessor/verifier qualifications</p> <p>Increased range of qualifications offered</p>	●	green – on track	Current financial year (from 1st April) figures for SQA Accreditation on track. In total, 167 candidates have completed wider achievement qualifications. The 167 includes 29 youth literacies and 26 adults from the primary phase of the attainment challenge.	Achieving
6.	<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 which would include street based programmes around</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 to S3</p> <p>More direct engagement on the street with the Word on the Street Project</p>	●	green – on track	CLD continue to work with young people in schools via the Attainment Challenge and Senior Phase provision. Young people are benefiting from improved soft skills, life skills and accreditation. CLD currently delivering an enhanced summer programme to young people throughout the summer period. Outreach work to engage with the hardest to reach young people continues and will increase post summer.	SOA 6 Healthy Achieving Respected Responsible

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
	community safety and health.					
7.	<u>Adult learning pathways</u> 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	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement	●	green – on track	Exit pathways strengthened by implementation of new courses and joined up work with partners to improve learner journey from middle to end.	SOA 3 SOA 4 SOA 6 Achieving

Capital Projects Improvement Actions 2017/18

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 and the Watt Complex Refurbishment (McLean Museum and Watt Library

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 ERR to ensure timescales are met, that slippage is kept to a minimum and plans are in place for moving in and out of buildings when required.</p>	<p>Client officers are liaising with ERR, and external providers and funding bodies to manage these programmes.</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>	<p>Safe Responsible</p>

Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2017/18 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 performance figures for 2015/16 and 2016/17 are shown below, together with the performance for the first quarter of 2017/18 where this information is available:

Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 1 2017/18	Commentary
Inclusive Education and Culture					
Libraries: total number of visits	419,720	418,079	423,000		The performance data for these measures is calculated on an annual basis.
McLean Museum: number of visits to/usages of the Museum	78,506	70,256	70,000		
Safer and Inclusive Communities					
Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 1 2017/18	Commentary
Adult learners:					The target for both these indicators is a year-end target.
<ul style="list-style-type: none"> • the number achieving core skills qualifications 	229	250	206	30	

Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 1 2017/18	Commentary
<ul style="list-style-type: none"> the number improving their literacies 	519	607	590	202	
Literacy and numeracy: <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	10	n/a	6	
<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	66	n/a	18	

Education				
Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 1 2017/18
Attainment – S5: <ul style="list-style-type: none"> • % of pupils achieving one pass at SCQF Level 6 by the end of S5 	58.3%	56.65%	57%	This performance data is produced annually with the attainment results published in August each year.
<ul style="list-style-type: none"> • % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 	30.5%	33.5%	34%	
<ul style="list-style-type: none"> • % of pupils achieving 5 passes at SCQF Level 6 by the end of S5 	13%	13.9%	14%	
Attainment – S6: <ul style="list-style-type: none"> • % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 	42.8%	43.4%	44%	This performance data is produced annually with the attainment results published in August each year.

Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 1 2017/18
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 	28.9%	28.7%	29%	
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 7 by the end of S6 	18.1%	18.6%	19%	
% Attendance rates: <ul style="list-style-type: none"> primary schools 	94.8%	94.2%	95%	Performance for these measures is calculated at the end of the academic year.
<ul style="list-style-type: none"> secondary schools 	91%	90%	92%	
<ul style="list-style-type: none"> additional support needs schools 	91%	90.1%	93%	
Exclusions from school per 1,000 pupils: <ul style="list-style-type: none"> primary 	1.3		N/A	It would not be appropriate to set targets for the indicators which measure exclusions from school. Exclusion performance data will be provided in the next CDIP performance report.
<ul style="list-style-type: none"> secondary 	19.1		N/A	
<ul style="list-style-type: none"> additional support needs 	12.5		N/A	

• looked after children – primary	34.9		N/A	
• looked after children – secondary	247.2		N/A	
• looked after children – additional support needs	66.7		N/A	