

Report To:	Education and Communities Committee	Date:	23 January 2018
Report By:	Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy	Report No:	EDUCOM/01/18/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.

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 second 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
January 2018	-	1	3	22

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the 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 third progress report at its meeting on 8 May 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 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 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 6 February.
- 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 second 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
January 2018	-	1	3	22

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 the majority of improvement actions is on track, examples of which include:

Developing Inverclyde's Young Workforce

Developing Inverclyde's Young Workforce agenda is on track and is continuing to develop and deliver on national targets. Good progress is also being made in relation to Foundation Apprenticeships and Vocational Learning. The Youth Employment Activity Plan is up to date and guidance for the 2018/19 financial year is awaited.

Scottish Attainment Challenge

Excellent progress is continuing to be made, with recent data showing that we are continuing to raise literacy and numeracy year on year. Standardised test data shows that pupils in SIMD 1-3 are making the most improvement. Broad General Education teacher judgements also show that the attainment gap has decreased as well as standards rising.

Schools on-line payments

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

Home energy efficiency scheme

The Scottish Government awarded funding of £1,225,259 for 2017/18 and increased this by £75,000 to £1,300,259. As a result of this, 163 privately owned houses will be made energy efficient as part of collaborated programmes.

Engagement with young people

2018 is Year of Young People (YOYP). Inverclyde has four YOYP ambassadors who will liaise with the Youth Council to consult with young people and carry out delivery of the YOYP programme for Inverclyde.

Preparations for #ClydeConversations3 are underway. A steering group of representatives from our six secondary schools are meeting fortnightly to consult with and plan the event, which is due to take place in February 2018.

5.3 Improvement actions with amber status – slight slippage

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

Leadership in Educational Establishments

Although a Quality Improvement Officer has been appointed to take forward the Leadership Strategy, difficulties with backfill have meant some slippage in this area.

Rankin Park

This project is currently under review in light of budgetary pressures.

Trusted Traders

Inverclyde traders have been invited to express an interest in joining the scheme. Meetings have taken place with Cloch Housing Association which has agreed to come online and a full advertising campaign to the public is to follow shortly.

5.4 Improvement actions with red status – significant slippage

There has been significant slippage in one improvement action:

Volunteering Strategy and Action Plan

This improvement action relates to holding a partnership volunteer event to inform a Volunteering Strategy for Inverclyde, however a partnership approach to developing the Strategy and action plan has still to be established.

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 HR 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 second 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 2017/18						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	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 and uploaded to Inverclyde Performs, the Council’s electronic performance management system. It is also a standing item at the quarterly meetings of the Corporate Equalities Group.</p> <p>Community Learning and Development continues to provide support to the local LGBT group for adults. The group is in the process of recruiting new members, setting up a committee and exploring funding options with a view to securing a permanent venue to meet.</p> <p>A report to the Policy and Resources Committee on 14 November 2017 advised that the Afghan and Syrian families have engaged well and most have taken the opportunity to participate in a range of community projects and</p>	<p>Respected Included</p>

Corporate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
					events, including cook schools, computer classes, money and energy advice sessions, as well as sports activities and visits to Finlaystone Country Park.	
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>	●	Green – on track	<p>2018 is the Year of the young People (YOYP). Inverclyde has 4 YOYP ambassadors who will liaise with the Youth Council to consult young people and carry out the delivery of the YOYP programme for Inverclyde.</p> <p>A Steering Group of representatives from our 6 secondary schools are meeting fortnightly to consult and plan for #Clyde Conversations3 in February.</p>	Respected

Cross-Directorate Improvement Actions 2017/18

These improvement actions are implemented by more than one Council Service in the Directorate.

Cross-Directorate Improvement Actions 2017/18						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	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 Young People (Information Sharing) (Scotland) Bill when it fully becomes legislation.</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>Multi-agency training updates on SEEMIS module underway. Programme of training for new employees included. Inverclyde's approach to multi-agency GIRFEC training recognised in ICS Inspection report, October 2017.</p> <p>Programme of self-evaluation, quality assurance and moderation included in ICS Report Action Plan (Dec 17). To be implemented January 2018.</p> <p>All educational establishments supplied with ICT infrastructure and resources to support information sharing protocols.</p> <p>Legislation and guidelines on information sharing anticipated early 2018.</p>	Safe Nurtured

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?		Status January 2018	Commentary January 2018	Wellbeing Outcome
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>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>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 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.</p> <p>Through the continued</p>	●	Green – on track on	Continuing to make excellent progress in all aspects. Recent data shows that we continue to raise literacy and numeracy year on year. Standardised test data shows that pupils in SIMD 1-3 are making most improvements. BGE teacher judgements show that the attainment gap has decreased as well as standards rising. Take up of training remains high and the Attainment Challenge now impacts on all schools in Inverclyde.	Achieving Nurtured

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
		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.				
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>	●	Red – significant slippage	There is a need to address a partnership approach to strategy and action plan.	Respected Responsible
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	Engagement is ongoing with community groups towards the ALIS 2020.	Achieving Included

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	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	DYW agenda on track and continuing to develop and deliver on the national targets. Good progress is being made in relation to Foundation Apprenticeships and Vocational Learning. STEM development opportunities continue to increase, the Steering Group is still meeting twice annually and new school implementation group is underway.	Achieving Included
		Implement the YEAP.	●	Green – on track	The YEAP is currently up to date and we are awaiting guidance for the 2018/19 financial year.	
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>	●	Green – on track	<p>The Community Safety multi-agency tasking and co-ordinating (MATAC) group which was established to ensure a focussed approach to the issues associated with large scale youth gatherings, has been identified as a core MATAC group which is likely to continue to meet in 2018 following on from the current Community Safety Strategic Assessment.</p> <p>The 2017 Youth Gathering Action Plan and associated</p>	Safe Responsible


Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
		Upskill parents and young people of the potential risks and dangers involved by delivering a range of educational inputs.			<p>Process Map will be revised in early 2018 following completion of the Senior Officers Community Safety Strategic Assessment meeting and will include all partners. There will be an initial early focus on the use of travel networks by youth groups and the benefit/success of joint operations with Scotrail-Abelio and BTP.</p> <p>There will also be a re-focus of initiatives to ensure that secondary fire raising is considered earlier in the calendar year. Public communications will form a core part of awareness raising and public reassurance and Corporate Communications will be involved in further development of this element of the action plan. Full implementation of the revised action plan and associated process map is expected to commence from 1st March 2018.</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 January 2018		Commentary January 2018	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>All plans are progressing or in place.</p> <p>The National Improvement Framework is now fully embedded in all improvement planning and evaluation reports.</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>System is in place to moderate teacher judgements – increase the reliability of teacher judgements in the BGE assessment.</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> <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</p>	●	Green – on track	<p>A lot of progress has been made. National benchmarks are now used by all school.</p> <p>Tracking systems have been developed for the BGE. Data packs have been issued to all mainstream schools. All schools have moderation activities as part of their improvement planning.</p> <p>The Glasgow Region Improvement Collaborative is now in place and working well. Training has taken place on</p>	Achieving

Education						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
		<p>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> <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>			<p>curriculum rationales. DYW and ongoing college liaison is impacting on the choices available in the senior phase.</p>	
3.	<u>1+2 Modern Languages Strategy</u>	All schools continue to embed L2.		Green – on track	Additional training held for early years and primary staff this	Achieving

Education						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
	All pupils should be taught a second language from P1 and a third language from P5.	Pilot clusters and some other primaries continue to work informally on L3, with a greater emphasis on L3 to begin towards 2018.			<p>session to support and refresh 1+2 Languages over the course of this session.</p> <p>1+2 Development Officer represented Inverclyde at European Commission in Brussels – all Scottish Local Authorities were represented.</p> <p>Links established for inter – authority working with Renfrewshire, Argyll and Bute and Glasgow.</p> <p>Hosted visit from French Colleagues. This involved visiting 5 Inverclyde Schools. Further discussion held regarding partnership working with French colleagues.</p>	
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	School online payments is now being rolled out to all schools in Inverclyde.	Included
5.	<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</p>	●	Green – on track	The expansion plan was submitted to Scottish Government on 29.09.17. The plan takes account of Scottish Government's principles for the expansion programme,	Nurtured

Education						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
		<p>provision what parents/carers would require.</p> <p>Communicate with partners and parents as to the timescale of implementation.</p>			<p>Inverclyde's strategic needs analysis and the finding of parent / carer/community consultations.</p> <p>3 early phase projects are underway and initial evaluation is positive.</p> <p>An announcement from Scottish Government on funding is due in January 2018. A summary of the plan will be released to stakeholders when funding is confirmed.</p>	
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>	●	Amber – slight slippage	<p>Although a QIO has been appointed to take forward the leadership strategy, the difficulty with backfill has meant some slight slippage in this aspect. Much of the work undertaken for the SSSC Enabling Leadership programme has been part of the development of the 1140 strategy. Work has been undertaken identifying Early Years leadership pathways and through the West Partnership.</p>	
7.	<p><u>Local Negotiating Committee for Teachers (LNCT)</u></p> <p>Better support for staff that are</p>	<p>As part of the ongoing work of the LNCT, continue to monitor unnecessary bureaucracy and workload for teachers and put in</p>	●	Green – on track	<p>A short life working group was formed to take this forward and the stress questionnaire was redesigned. The work was</p>	

Education						
	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	Wellbeing Outcome
	experiencing work-related stress.	place effective arrangements for those at risk of work related stress.			undertaken as part of the action plan with the LNCT who, alongside HR and Health and Safety were members of the SLWG. The questionnaire was launched to head teachers alongside the revised Absence Management Policy in September 2017.	

Inclusive Education and Culture

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	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>Outcomes for LAC included in Education Services and school improvement plans. ICS inspection noted success of Attainment Challenge programme in addressing the attainment gap.</p> <p>Focus on self-evaluation and monitoring. LAC conference May 2017 focused on attainment and transition.</p> <p>One day multi-agency planning conference took place in September 2017 supporting schools towards Autism Friendly.</p>	Achieving Nurtured Included
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> <ul style="list-style-type: none"> • Promote economic wellbeing. • Promote social wellbeing. 	<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	Code clubs are complete and Autism friendly libraries is on track.	All Wellbeing Outcomes

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	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 Clyde Muirshiel to deliver the programme.</p>	●	Amber – slight slippage	This programme is currently under review in light of council budgetary pressures.	Healthy Active
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	The Scottish Government awarded funding for 2017/18 of £1,225,259 and increased this by £75,000 to £1,300,259. From this funding 163 privately owned houses have been identified to be made energy efficient as part of collaborated programmes.	Safe Healthy Responsible
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	Enforcement commenced 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	Healthy

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	SOA and Wellbeing Outcome
					<p>Trading Standards enforcement including tobacco and other age-restricted sales</p> <p>There are currently 132 businesses registered to sell tobacco or NVPs in Inverclyde, 23 of which sell NVPs, 35 tobacco and 74 both tobacco and NVPs. Each trader has been visited and advised on the legislative changes. In the first quarter of 2018 a post implementation survey will be carried out to measure compliance and additional support materials on age verification policies and best practice guidelines on preventing underage and proxy sales will be distributed.</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>	●	Amber – slight slippage	<p>Inverclyde traders have been invited to express an interest in joining the scheme. Meetings have taken place with Cloch HA, who have agreed to come on board. A full advertising programme is to follow shortly.</p>	Respected Responsible

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status January 2018		Commentary January 2018	SOA and Wellbeing Outcome
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.	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 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 to S3.</p> <p>More direct engagement on the street with the Word on the Street Project.</p>	●	Green - on track	The Cyber safety workshops and drugs education programmes are being rolled out to all Primary 6 and 7 and S1 to S3, taking into account changing trends and previous feedback from young people.	Healthy Achieving Respected Responsible
7.	<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>	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement.	●	Green - on track	Health pathways strengthened through REHIS accreditation.	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 January 2018		Commentary January 2018	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>	<p>●</p>	<p>Green - on track</p>	<p>The School Estate Management Plan is progressing well with regular updates provided to the Education and Communities Committee and to the School Estate Programme Board.</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 second quarter of 2017/18 where this information is available:

Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 2 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 2 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	35	

Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 2 2017/18	Commentary
<ul style="list-style-type: none"> the number improving their literacies 	519	607	590	125	
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	53	

Education				
Key performance measure	Performance 2015/16	Performance 2016/17	Target 2017/18	Performance Quarter 2 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 2 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%	