

Report To:	Education and Communities Committee	Date:	8 May 2018
Report By:	Head of Inclusive Education, Culture and Communities	Report No:	EDUCOM/44/18/KMcC
Contact Officer:	Karen McCready, Corporate Policy Officer	Contact No:	01475 712146
Subject:	Education and Communities Corporate Directorate Improvement Plan 2016/19 – Final Progress Report 2017/18		

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 former 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 final progress report for 2017/18 on the year two Improvement Plan. Full details of progress are provided in Appendix 1.
- 2.3 The current status of the CDIP's improvement actions is:

Appendix 1

Status	blue – complete	red – significant slippage	amber – slight slippage	green – on track
May 2018	3	0	2	21.

- 2.4 As Members will be aware from the Workshop held on 14 March 2018, the Corporate Statement 2013/18 is currently being refreshed. To allow the new Corporate Statement and the CDIPs to be aligned, it is proposed that the year three refresh of the ECOD CDIP 2016/19 is postponed until after the Summer 2018 recess. Additionally, the CDIPs will require to be amended to reflect the changes being made under the management restructure.

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 that the year three refresh of the ECOD CDIP 2016/19 can be postponed until after the Summer 2018 recess to allow that document to be aligned with the Council's new Corporate Statement and changes to the management structure.

Head of Inclusive Education, Culture and Communities

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 As Members will be aware from the Workshop held on 14 March 2018, the Corporate Statement 2013/18 is currently being refreshed. A final version of the document will be presented for approval to the meeting of Inverclyde Council on 7 June 2018. To allow the new Corporate Statement and the CDIPs to be aligned, it is proposed that the year three refresh of the ECOD CDIP 2016/19 is postponed until after the Summer 2018 recess.
- 4.5 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.
- 4.6 This report focuses on improvement actions that sit within the former 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 22 May 2018.
- 4.7 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:

blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.8 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.

Appendix
2

5.0 YEAR TWO IMPROVEMENT PLAN – PROGRESS 2017/18

- 5.1 This is the final progress report on the year two improvement plan of the ECOD CDIP which covers the period 2017/18. The current status of the improvement actions is:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
May 2018	3	0	2	21.

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:

Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning

A number of new learners are being engaged with across the authority.

The Education (Scotland) Act 2016

All plans are progressing. The National Improvement Framework now informs all improvement planning. The parental questionnaire has been disseminated.

1+2 Modern Languages Strategy

Further support is available to staff for L2 via in-house training. Core language for L2 French and L2 Spanish documents has been produced and distributed to all Inverclyde establishments. L3 - planning for implementation during the 2018/19 session is underway. An L3 online resource has been sourced and L3 Spanish topic-based resources have been produced.

National Strategy for Public Libraries in Scotland 2015/20

Code clubs are complete and autism-friendly libraries are on track.

Adult learning pathways

A number of new opportunities are being offered to our clients.

Capital projects

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.

5.3 Improvement actions with amber status – slight slippage

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

Volunteering Strategy and Action Plan

We have had a number of meetings with the Third Sector, to work together to develop and design a local Volunteering Strategy and Action Plan.

Developing Inverclyde's Young Workforce – Implement Youth Employment Activity Plan (YEAP)

The YEAP is being updated quarterly with the details of the commissioned programmes and activity for the 2018/19 financial year and will be discussed at the Inverclyde Regeneration and Employability Group.

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 The final progress report on the year two improvement actions that sit within the former Education, Inclusive Education and Culture, and Safer and Inclusive Communities Services sections of the ECOD CDIP 2016/19 is presented for the Committee's consideration and approval. Additionally, it is proposed that the year three refresh of the ECOD CDIP 2016/19 is postponed until after the Summer 2018 recess to allow that document to be aligned with the Council's new Corporate Statement, a report on which will be submitted to the meeting of Inverclyde Council on 7 June 2018.

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 May 2018		Commentary May 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>	●	green – on track	<p>The Multi-Agency Equalities Group met on 16 January 2018; representatives from a number of Community Planning Partners attended. At its meeting on 14 February 2018, the Corporate Equalities Group heard a presentation about the work of the Equality Advisory Support Service. As part of LGBT History Month 2018, CLD supported a group of young people who participated in a camping activity in the Dumfries and Galloway Council area.</p>	Respected Included
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>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>	●	green – on track	<p>The youth-led Clyde Conversations 3 event was successfully held in February 2018. Plans are in place for another event in November 2018 as part of the Year of Young People (YOYP) 2018.</p> <p>The YOYP plans are making good progress following a successful launch. Steering Groups at the Port Glasgow and Greenock I</p>	Respected

Corporate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
	<p>Young people's voices are heard and their issues taken into consideration in service development and delivery.</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>Youth Zones continue to make a positive contribution to the delivery of services within these projects.</p> <p>By-election plans are in place for the Scottish Youth Parliament By-Election in May 2018.</p>	

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 May 2018		Commentary May 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>Following last year's very positive Joint Inspection of Services for Children and Young people in Inverclyde, the Education and Communities Committee approved the development of a plan to address the areas of improvement outlined in the Inspection Report and agreed that it be submitted to the Care Inspectorate, as appropriate.</p> <p>The Quality Assurance Group convened to implement policies and procedures. A pilot programme is in place for May/June 2018.</p> <p>Hardware and infrastructure is now in place in all Inverclyde educational establishments.</p>	Safe Nurtured
2.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the Scottish Attainment Challenge</p>	<p>Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure an impact on</p>	●	green – on track	<p>This work continues to be well received. Further evaluations need to take place regarding the Attendance Policy.</p>	Achieving Nurtured

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
	<p>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>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 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</p>				

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
		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>	●	amber – slight slippage	We have had a number of meetings with the Third Sector, to work together to develop and design a local Volunteering 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	A number of new learners are being engaged with across the authority.	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 as proposed in the national policy document.</p>	Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.	●	green – on track	There have been continual developments around the senior phase and priority STEM activities have been delivered. The Skills Framework has been rolled out to all establishments and career events have been supported. The Developing Young Workforce Regional	Achieving Included

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
	<p>The Youth Employment Activity Plan (YEAP) 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>	<p>Implement the YEAP.</p>			<p>Group and West College Scotland are in discussion with LA regarding new developments</p>	
			<p align="center">●</p>	<p>amber – slight slippage</p>	<p>The YEAP is being updated quarterly with the details of the commissioned programmes and activity for the 2018/19 financial year and will be discussed at the Inverclyde Regeneration and Employability Group.</p>	
<p>6.</p>	<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 and 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 meets 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</p>	<p align="center">●</p>	<p>green – on track</p>	<p>The Community Safety Partnership-based MATAC has developed an Action Plan and Process Map to ensure a focussed and co-ordinated approach to the safety and anti-social behaviour issues which are often associated with large-scale youth gatherings. The Action Plan and Process Map were revised with Partners in March 2018 and are now active. There will be an early focus on addressing ticketless travel to specific locations associated with large-scale youth gatherings, with joint initiatives by Scotrail-Abellio, the British Transport Police, Inverclyde</p>	<p>Safe Responsible</p>

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
		range of educational inputs.			<p>Council's Social Protection Team and Police Scotland scheduled for delivery over 4 weekends in April/May 2018. Further initiatives will be scheduled later in the year in response to developing events. Security works have been undertaken to buildings at one site of the gatherings to ensure the safety of young people, reduce the impact of anti-social behaviour on surrounding neighbourhoods, provide public reassurance and preserve the historical site for the interest of others. As part of the Community Safety Strategic Assessment, the need for a Fire Safety MATAC has been identified and this will include a focus on the prevention of secondary fires in relation to youth gatherings. Public communication forms a core part of the Action Plan, delivering awareness-raising and public reassurance. A meeting with Corporate Communications and Partner Services is to be held to agree the detail and launch of this particular element of the Action Plan. As large-scale youth</p>	

Cross-Directorate Improvement Actions 2017/18

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
					gatherings are largely a fluid and dynamic situation which have no clear precedent in Inverclyde or any other local authority area, the Action Plan and Process Map are under constant review to ensure that they are fit for purpose.	

Service Improvement Actions 2017/18

These improvement actions are implemented by individual Council Services.

Education						
	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 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 (NIF).</p>	●	green – on track	<p>All plans are progressing.</p> <p>The National Improvement Framework now informs all improvement planning. The parental questionnaire has been disseminated.</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-</p>	●	green – on track	<p>Work continues on this improvement action. The BGE Toolkit has now been introduced by the Scottish Government and training will take place. The progression frameworks are finished.</p>	Achieving

Education

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
		<p>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> <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>				

Education


	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
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	<p>Further support is available to staff for L2 via in-house training.</p> <p>Core language for L2 French and L2 Spanish documents has been produced and distributed to all Inverclyde establishments.</p> <p>L3 - planning for implementation during the 2018/19 session is underway.</p> <p>An L3 online resource has been sourced and L3 Spanish topic-based resources have been produced.</p>	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>	<p>Building on the success of the pilot, roll out the on-line payment system to all schools in Inverclyde.</p>	●	green – on track	<p>The roll-out is continuing.</p>	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 provision parents/carers would require.</p> <p>Communicate with partners and parents as to the timescale of</p>	●	green – on track	<p>The Expansion Plan was re-submitted to the Scottish Government on 2 March 2018 to reflect updated advice. The Plan continues to take account of the Scottish Government's principles for the expansion programme; however, it is less matched to Inverclyde's Strategic Needs Analysis and the findings of</p>	Nurtured

Education						
	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
		implementation.			parent/carer/community consultations. Three early phase projects are underway and the initial evaluation is positive. Revenue funding for 2018/19 has been announced and does not fully fund early phase plans for 2018/19. Adjustments are currently being made to the Plan. A detailed Workforce Plan has been developed to ensure appropriate numbers of quality staff are in place to support the Expansion Plan.	
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	This is now back on track with the new Quality Improvement Officer in place. A new course for leadership is being delivered regarding pathways to leadership.	
7.	<p><u>Local Negotiating Committee for Teachers (LNCT)</u></p> <p>Better support for staff who 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	●	blue – complete	There are no further specific actions linked with this improvement action and ongoing evaluations will now take place.	

Education

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
		those at risk of work related stress.				

Inclusive Education and Culture

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	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>		<p>green – on track</p>	<p>The school attendance and exclusion rates for looked after children for 2016/17, together with our position in the national rankings, will be available in June 2018 and reported to the Policy and Resources Committee after the Summer 2018 recess.</p> <p>As reported to the Education and Communities Committee in January 2018, literacy and numeracy outcomes for looked after children and young people improved at both National 4 and National 5 over the last three years.</p> <p>To support Inverclyde's progress towards being an autism-friendly local authority, it has been agreed that the funding to support the implementation of the Autism Strategy can be carried over into the 2018/19 financial year.</p> <p>To develop Autism Friendly Schools, a conference took place in September 2017 to support schools and partnership planning. Partnership working</p>	<p>Achieving Nurtured Included</p>

Inclusive Education and Culture

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
					<p>has also been carried out with additional support needs/Strathclyde University on early years/primary transitions.</p> <p>A Positive Partnership Conference took place in April 2018 for parents/carers and practitioners.</p>	
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 2017/18 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 are on track.	All Wellbeing Outcomes

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status May 2018	Commentary May 2018	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>	<p>●</p> <p>blue – complete</p>	<p>This programme was reviewed as part of the Council's budget-setting process and will no longer be progressed.</p>	<p>Healthy Active</p>
2.	<p><u>Home energy efficiency scheme</u></p> <p>Continue collaborative programmes.</p> <p>Scottish Government (SG) 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>	<p>●</p> <p>green – on track</p>	<p>2017/2018: The SG awarded funding for 2017/18 of £1,225,259, additional funding amounts of £75,000 and £50,000 were awarded, with the new total £1,350,259. From this funding, 172 privately-owned houses have been identified to be made energy efficient as part of collaborated programmes.</p> <p>2018/19: The SG is launching the route map of Scotland's Energy Efficiency Programme (SEEP) in May 2018. SEEP will be a co-ordinated programme to improve the energy efficiency of homes and buildings in the commercial, public and industrial sectors. This will be a move into the transition phase of the Programme to streamline the approach to accessing local delivery programmes for HEEPS,</p>	<p>Safe Healthy Responsible</p>

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
					the Able to Pay and Local Heat and Energy Efficiency Strategies. The SG has awarded funding of £1,249,023. It is anticipated that 152 privately-owned houses will be made energy efficient as part of collaborated programmes that a bid is currently being submitted for. A bid is also being submitted for the 'Able to Pay' scheme to deliver energy efficiency measures, through a third party, to the 'Able to Pay' market.	
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>We carried out a significant amount of work in this area last year which is evidenced in the statutory return submitted to the Scottish Government. We also carried out business advice visits to all Inverclyde premises selling NVPs which are registered by the Scottish Government. A number of test purchases have been undertaken to check compliance with the legislation preventing the sale of these products to under 18's. The addition to the Team of the Trading Standards Enforcement Officer has allowed us to improve significantly on previous years business advice provision and enforcement around NVP's. This area of work</p>	Healthy

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
					is a high priority for 2018/19, with more test purchasing planned. The post-implementation survey is underway and should be completed by mid-Summer 2018.	
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>	●	blue – complete	The Trusted Trader Scheme will be launched on 9 May 2018.	Respected Responsible
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	The end of year figures on track. Youth Work is on course to achieve 64 Dynamic Youth Awards, 17 Youth Achievement Awards, 26 Personal Development Awards and 8 SQA Level 3 Communication Awards. The primary Attainment Challenge completed 59 SQA Units.	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</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>	●	green – on track	Cyber safety and drugs inputs continue to be delivered by CLD staff and all schools which have requested the inputs will have them done by the end of the school year.	Healthy Achieving Respected Responsible

Safer and Inclusive Communities

	Where do we want to be?	How will we get there?	Status May 2018		Commentary May 2018	Wellbeing Outcome
	<p>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>More direct engagement on the street with the Word on the Street Project.</p>			<p>Attainment Challenge and Senior Phase groups have made excellent progress and are on course to achieve over 120 Awards between them. Outreach work on the streets, engaging with hardest to reach young people, is to increase over the Summer 2018 months.</p>	
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>	<p>Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement.</p>	●	<p>green – on track</p>	<p>A number of new opportunities are being offered to our clients.</p>	<p>Achieving</p>

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 May 2018		Commentary May 2018	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 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 – Final 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, 2016/17 and 2017/18 are shown below:

Key performance measure	Performance 2015/16	Performance 2016/17	Performance 2017/18	Target 2017/18	Commentary
Inclusive Education and Culture					
Libraries: total number of visits	419,720	418,079	428,785	423,000	This figure includes all physical visits to the Inverclyde Heritage Hub.
McLean Museum: number of visits to/usages of the Museum	78,506	70,256	57,053 ¹	70,000	This figure represents <u>on-line</u> visits to the McLean Museum and Art Gallery only.
Safer and Inclusive Communities					
Key performance measure	Performance 2015/16	Performance 2016/17	Performance 2017/18	Target 2017/18	Commentary
Adult learners:					
• the number achieving	229	250	246	206	

¹ As the Heritage Hub is a joint venture between the Libraries, Archives and Museum and we can only report Hub visits in one place to avoid double counting, we took a decision to count them as part of Libraries and not as part of Museums. The Museum figure therefore refers to virtual visits only.

Key performance measure	Performance 2015/16	Performance 2016/17	Performance 2017/18	Target 2017/18	Commentary
core skills qualifications					
<ul style="list-style-type: none"> the number improving their literacies 	519	607	616	590	
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	40	n/a	
<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	88	n/a	This includes a number of partners who have undergone training in literacies delivery.
Education					
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%	The performance data is produced annually with the attainment results published in August each year.

Key performance measure	Performance 2015/16	Performance 2016/17	Performance 2017/18	Target 2017/18	Commentary
<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%	
<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 	91%	90.1%	-	93%	

Key performance measure	Performance 2015/16	Performance 2016/17	Performance 2017/18	Target 2017/18	Commentary
schools					